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ABSTRACT

Due to the energy disturbance during the fall and winter of 1973-74, Lake City Community College experimented with a 4-days-per-week schedule of classes. a student evaluation of the 4-day week was completed by 58 percent of the full-time students. Fifty-one percent of the total student sample preferred the 4-day week, and 30 percent preferred the 5-day week. Forty-five percent of the students reported that they preferred a class period of one hour, and in a related item rating classroom activities, 44 percent reported no difference in classroom activities when the short and longer periods were compared. A total of 58 percent reported that they worked or were on a work/study program. These working students also reported that they were able to work more with a 4-day class schedule. The administrative staff (deans, department heads, program directors, and student services personnel) completed a narrative evaluation. Lists of advantages, disadvantages, and suggestions were prepared from these evaluations. The Learning Resources Center experienced a decline in services ranging from 15 percent to 44 percent. An analysis of class schedules for variation in services, enrollment data, and grades revealed no change that could be attributed to the 4-day week. An analysis of energy consumption over the years 1970-1974 indicated that energy was saved, but the amount contributed to the total energy-saving program by the 4-day week could not be determined with reliability. (Author/DB)

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EVALUATION OF EXPERIMENTAL FOUR-DAY WEEK CLASS SCHEDULE
JANUARY THROUGH APRIL 1974 AT
LAKE CITY COMMUNITY COLLEGE

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JC 740 210

LAKE CITY COMMUNITY COLLEGE
Lake City, Florida

May 30, 1974

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EVALUATION OF EXPERIMENTAL FOUR-DAY WEEK CLASS SCHEDULE JANUARY THROUGH APRIL 1974 AT LAKE CITY COMMUNITY COLLEGE

ABSTRACT

Due to the energy disturbance during the fall and winter of 1973-74 Lake City Community College experimented with a four days per week schedule of classes. A student evaluation of the four-day week was completed by 58 per cent of the full time students. Fifty-one per cent of the total student sample preferred the four-day week and thirty per cent preferred the five-day week. Forty-five per cent of the students reported they preferred a class period of one hour and in a related item rating classroom activities forty-four per cent reported no difference in classroom activities when the short and longer periods were compared. A total of 58 per cent of the students reported they worked or were on a work study program. These working students also reported they were able to work more with a four-day week. The administrative staff (Deans, department heads, program directors and student services personnel) did a narrative evaluation. Lists of advantages, disadvantages and suggestions were prepared from these evaluations. The Learning Resources Center experienced a decline in services ranging from fifteen to forty-four per cent. An analysis of class schedules for variation in services, enrollment data, and grades revealed no change that could be attributed to the four-day week. An analysis of energy consumption over the years 1970-1974 indicated that energy was saved but the amount contributed to the total energy saving program by the four-day week could not be reliably determined.

PREFACE

Due to the energy disturbance during fall and winter of 1973-74, Lake City Community College requested and received permission from the Florida State Department of Education to experiment with a four-day per week schedule of classes. The letter of December 5, 1973 specified that permission was granted subject to certain conditions. The condition that is the basis of this report was:

> That at the end of the term, the College will transmit to the State Board of Education its evaluation of the experiment which shall include as a minimum evidence on the following items:
>
> a. The savings (if any) realized in consumption of fuel oil, electricity, gasoline, and other fuels including any evidence the College may have as to the extent to which such savings are attributable to a four-day week or are attributable to a four-day week or are attributable to other energy saving measures.
>
> b. The effect such program has had upon the progress of students.
>
> c. The effects on enrollments or services to the community which are attributable to the experimental program.
>
> d. The effect of the program on classroom activities and upon non-classroom activities.
>
> e. A student evaluation of the program including its effect upon employment; availability of counseling and faculty assistance; and any unforeseen advantages or disadvantages of the program.
>
> f. A general evaluation of the experiment by the administrative staff of the College including attitudes toward the program in regard to energy conservation, an evaluation of the effect of the program upon the quality and quantity of educational services offered by Lake City Community College, and a listing of any unanticipated benefits or problems brought about by the four-day week.

These specific requests for data and how they have been met are listed below.

State Department Request	Report Data Meeting the State Request
a. Energy Consumption	Part Ten. Energy Consumption Analysis
b. Effect on Progress of Students	Part Nine. Analysis of Grades
c. Effect on Enrollments	Part Seven. Enrollment Data
d. Effect Upon Classroom Activities and Non-Classroom Activities	Part One. Student Evaluation Parts Two through Six. Evaluation by Staff
e. Student Evaluation including Effect on Employment, Counseling, etc.	Part One. Student Evaluation
f. General Evaluation by Administrative Staff Quality and Quantity of Services Benefits or Problems	Parts Two through Six & Part Eight. Evaluation by Staff and Part Eight Quantity of Educational Services

These data requests seemed comprehensive enough for an evaluation. Also, because of the time squeeze resulting from the need for data as quickly as possible to supplement decision making the data is mainly limited to that asked for by the State Department.

This study is unique. There are a few other colleges that use a four-day week but to this writer's knowledge no reported systematic study of results. There is no guide; nothing to take apart and build upon. Somewhat because of this we have reported the data in exasperating detail.

The most serious deficiency in this study is the lack of historical data. We have data that extends back five years only in two instances (enrollment and energy consumption). With historical data we might have been able to arrive at a random factor in grade variation, for example, that would have established more meaning to some grade variations.

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PART ONE

STUDENT EVALUATION

I

STUDENT EVALUATION SUMMARY

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

STUDENT EVALUATION SUMMARY

METHOD

The evaluation survey started with a brainstorming session in a meeting of Student Services, counseling and activities personnel. A preliminary form and format was prepared. Input was then secured from a meeting of all Student Services personnel, Transfer Division Department Heads Council, Dean Herbert Attaway, W. H. Alexander and other Technical Division personnel. With each set of suggestions, items were changed, combined, added, etc. The final forms used were the fourth or fifth revisions (See pages 104 and 105).

The final form was divided into two parts. The preliminary section asked the student for items of specific information to be used in sorting the evaluation forms into major groups. The basic scale contained 10 (Form I) and 11 (Form II) items with a note asking for special problems or comment. The number of responses, as always with a Likert-type scale, was a problem. Research does not provide a clear-cut decision concerning the most desirable number of response categories. The final decision to use only three response categories was made primarily to reduce the work in tabulation.

Another worrisome item was the arrangement of all "A" items favoring the five-day week or critical of the four-day week; all "B" items in between; and all "C" items favoring the four-day week. There was in this arrangement the possibility that the format might encourage stereotyped responses. This problem did not materialize. The students apparently read and responded to the individual items.

Items and responses were varied and scattered somewhat for whatever value this might have in avoiding stereotyped responses. The survey was arbitrarily held to one page to save class time in administering and perhaps help in getting a greater number completed.

Differences in the time schedule and the desire to add item 11 led to a slightly modified Form II for use in the clock-hour programs. Form II was used only with Technical Division clock-hour programs. All of the tabulations, however, use the Form I format. Item 11 of Form II is an isolated tabulation.

Many, per haps all, of the items could be gone into in greater detail but this would have required almost a special project with each. The final instrument was a compromise that seemed practical.

Most of the evaluation forms were completed by students March 18 and 19, 1974. These dates were about two weeks after the middle of the semester.

The results were tabulated and entered on a standard table as numbers and percentages of those responding to the item. A graph was devised to illustrate the percentage differences and ease the chore of spotting differences. The tables, however, are included to give the "B" responses, exact numbers and number of students in the sample. All of the tables reporting tabulations have the same format and all of the figures are the same format. Both the tables and the figures include keys to the content of the item.

RESULTS

1. Responses were obtained from 548 students or 58.5 per cent of the full-time enrollment.

2. Fifty-one per cent of the total sample preferred the four-day week and thirty per cent preferred the five-day week.

3. The Transfer Division students split 38.8 favoring the five-day week and 38.4 favored the four-day week.

4. The Technical Division students liked the four-day week 61 per cent to 23 per cent for the total division, 54 to 28 per cent for the semester-hour programs and 92 to 5 per cent in the clock-hour programs.

5. Students that work, both work-study and other work, prefer the four-day week. Fifty-four per cent of the combined total of work plus work-study like the four-day week. Thirty per cent preferred the five-day week. Note: The group labeled work is work other than work-study. There is very little overlap between the two groups, i. e., very few work-study students that work at another job in addition to the work-study employment.

6. Two hundred forty-eight students report working other than work-study or 45.26 per cent of the sample.

7. Three hundred sixteen students either worked or were on a work-study program. This is a total of 57.66 per cent of the sample that worked for pay.

8. The pattern of preferring the four-day week continues through the grade-point average breakdowns except the grade-point average range of 3.0 and up in the Transfer Division. With this 3.0 and up group the five-day week was favored 43.5 per cent to 31.8 per cent. This group contains 85 students. The following data specific to this group is not included elsewhere in these tabulations. Fourteen or 16 per cent of these students are on work-study programs; 41 or 48 per cent work other than work-study. This is a total of 64.70 per cent that either work or on a work-study program. Thirty-three per cent of this group report they work full-time on Friday.

9. 45 percent of the students reported they preferred a class period of one hour and in a related item rating classroom activities 44 percent reported no difference in classroom activities when the short and longer periods were compared.

10. The nursing program, Transfer Division work-study students and Transfer Division students with grade-point averages above 3.0 were the only tabulations showing a marked preference for the five-day week.

11. Students that work report they are able to work more for money on a four-day week schedule. Fifty per cent report they were able to work more and 14 per cent were able to work less.

12. There is not much doubt about clock-hour programs. Some of these programs prefer the four-day week 100 per cent.

13. One hundred ninety-two students (total technical and transfer) or 35 per cent of the sample report they work full-time on Friday.

14. Only 10 per cent of the students responded with a comment. All of these comments are included in the comments section.

15. Several other tabulations and arrangements of data were tried including such things as total A, B, and C responses, mean responses, items against all other items. etc. None of these seemed to add much to the results.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 1.

SIZE OF THE SAMPLE - NUMBER AND PERCENTAGE OF EVALUATION FORMS COMPLETED

GROUP	FULL-TIME ENROLLMENT	NUMBER OF EVALUATION FORMS COMPLETED	PERCENTAGE COMPLETING EVALUATION FORM
Technical Division	468	311	66.5
Transfer Division	469	237	50.5
TOTAL	937	548	58.5

II

STUDENT EVALUATION TOTALS

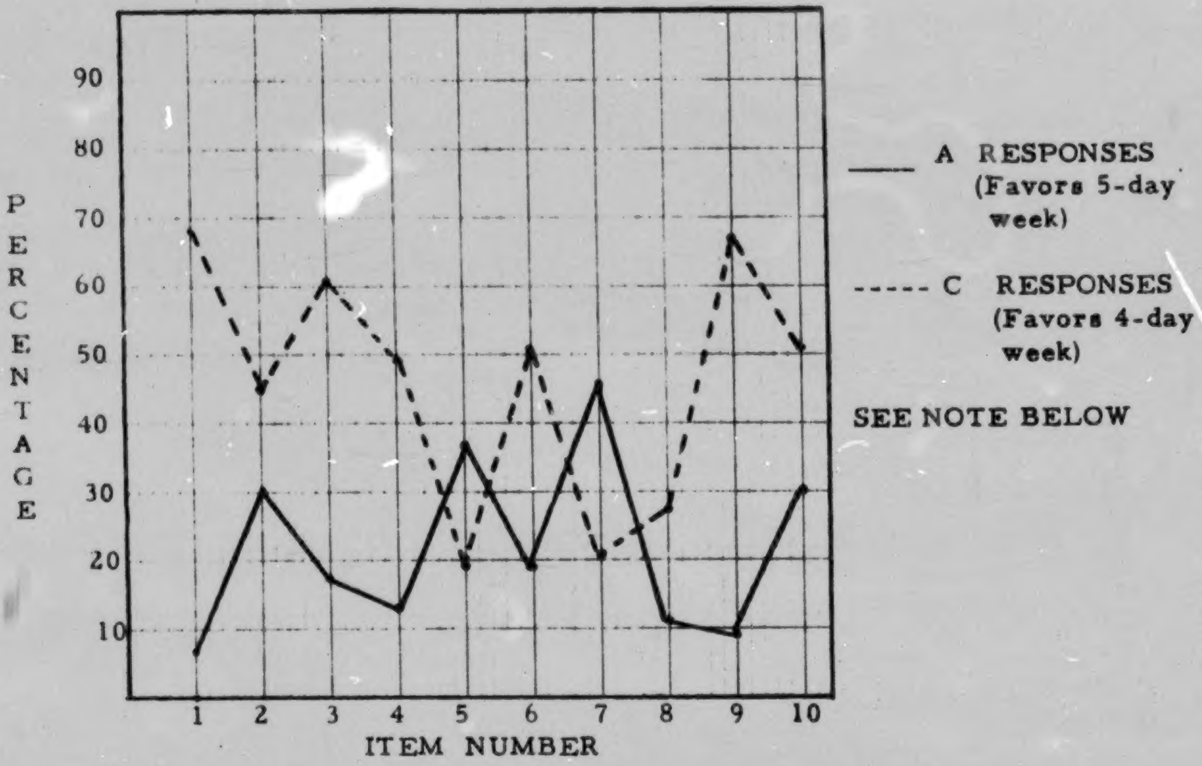
LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 2. TOTAL RESPONSES AND PERCENTAGES

	RESPONSES					
SURVEY ITEM	TECHNICAL DIVISION		TRANSFER DIVISION		TOTAL	
	No.	%	No.	%	No.	%
1. Had trouble scheduling courses						
A. Yes	16	5.2	22	9.3	38	6.9
B. Some	56	18.1	86	36.3	142	26.0
C. No	238	76.7	129	54.4	367	67.1
2. Was able to attend campus functions						
A. No	77	25.1	86	36.7	163	30.1
B. Some	69	22.5	64	27.4	133	24.6
C. Yes	161	52.4	84	35.9	245	45.3
3. Was unable to take part in student activities						
A. Could not participate	46	15.0	50	21.4	96	17.8
B. Some trouble	47	15.3	65	27.9	112	20.7
C. No problem	214	69.7	118	50.6	332	61.5
4 Instructors had trouble adapting material						
A. Yes	40	12.9	34	14.4	74	13.6
B. Some	95	30.7	109	46.2	204	37.4
C. No	174	56.3	93	39.4	267	49.0
5. Classroom activities were						
A. Better short period	95	31.0	101	43.7	196	36.5
B. No difference	135	44.1	100	43.3	235	43.8
C. Better longer period	76	24.8	30	13.0	106	19.7
6. Had sufficient study time						
A. No	44	14.2	57	24.0	101	18.5
B. Some trouble	84	27.2	84	35.4	168	30.8
C. Yes	181	58.6	96	40.5	277	50.7
7. Class length preferred						
A. 1 hour	119	38.3	127	53.8	246	45.0
B. No difference	115	37.0	76	32.2	191	34.9
C. 1 1/2 hours	77	24.7	33	14.0	110	20.1
8. Able to work for money						
A. Less	25	8.3	36	15.4	61	11.4
B. No difference	177	58.6	152	65.2	329	61.5
C. More	100	33.1	45	19.3	145	27.1
9. Had trouble contacting instructor/counselor						
A. Yes	28	9.1	22	9.4	50	9.2
B. Some	62	20.1	69	29.4	131	24.1
C. No	218	70.8	144	61.3	362	66.7
10. I like best						
A. 5-day	72	23.4	92	38.8	164	30.1
B. No difference	47	15.3	54	22.8	101	18.6
C. 4-day	188	61.2	91	38.4	279	51.3

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 1. Totals Technical Division plus Transfer Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 3. TOTALS (TECHNICAL PLUS TRANSFER)

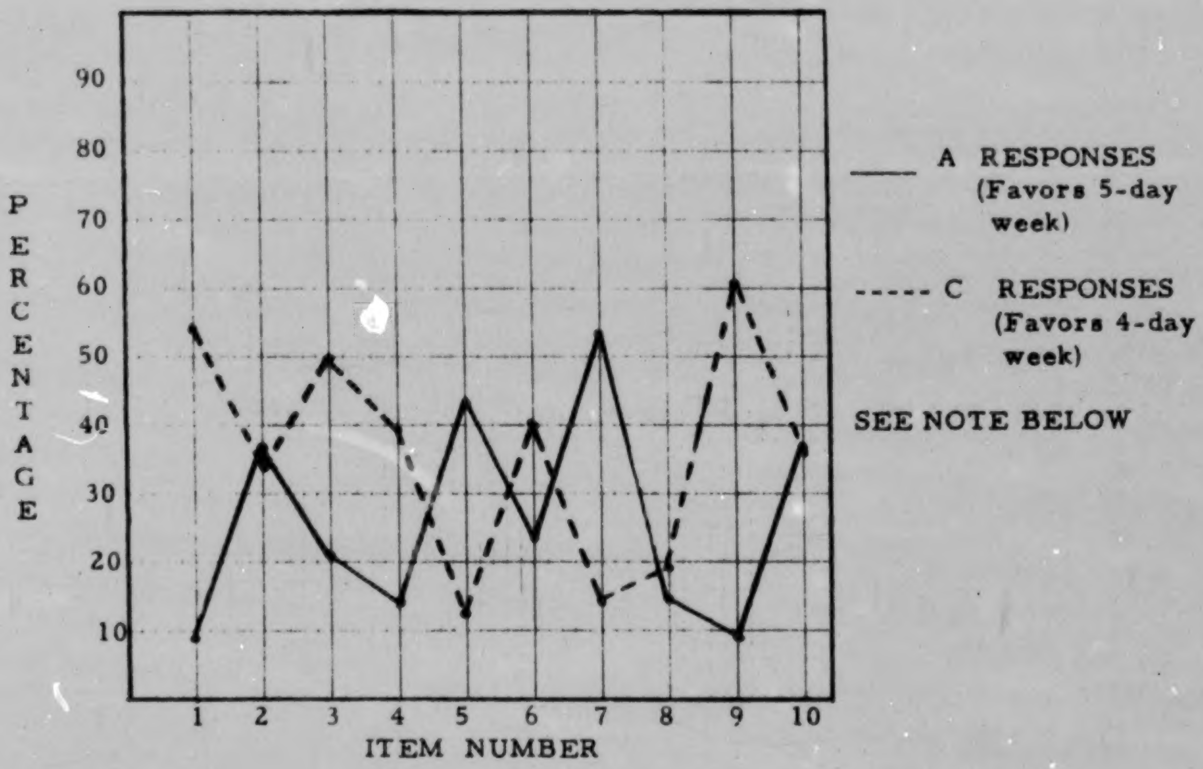
SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	547
A. Yes	38	6.9	
B Some	142	26.0	
C.. No	367	67.1	
2. Was able to attend campus functions	*****	*****	541
A. No	163	30.1	
B. Some	133	24.6	
C. Yes	245	45.3	
3. Was unable to take part in student activities	*****	*****	540
A Could not participate	96	17.8	
B. Some trouble	112	20.7	
C. No problem	332	61.5	
4. Instructors had trouble adapting material	*****	*****	545
A Yes	74	13.6	
B. Some	204	37.4	
C. No	267	49.0	
5 Classroom activities were	*****	*****	537
A. Better short period	196	36.5	
B. No difference	235	43.8	
C. Better longer period	106	19.7	
6. Had sufficient study time	*****	*****	546
A. No	101	18.5	
B. Some trouble	168	30.8	
C. Yes	277	50.7	
7. Class length preferred	*****	*****	547
A. 1 hour	246	45.0	
B. No difference	191	34.9	
C. 1 1/2 hours	110	20.1	
8. Able to work for money	*****	*****	535
A. Less	61	11.4	
B. No difference	329	61.5	
C More	145	27.1	
9. Had trouble contacting instructor/Counselor	****	*****	543
A. Yes	50	9.2	
B Some	131	24.1	
C. No	362	66.7	
10. I like best	*****	*****	544
A. 5-day	164	30.1	
B. No difference	101	18.6	
C. 4-day	279	51.3	

III

STUDENT EVALUATION TRANSFER DIVISION TOTALS

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 2. Transfer Division Totals, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

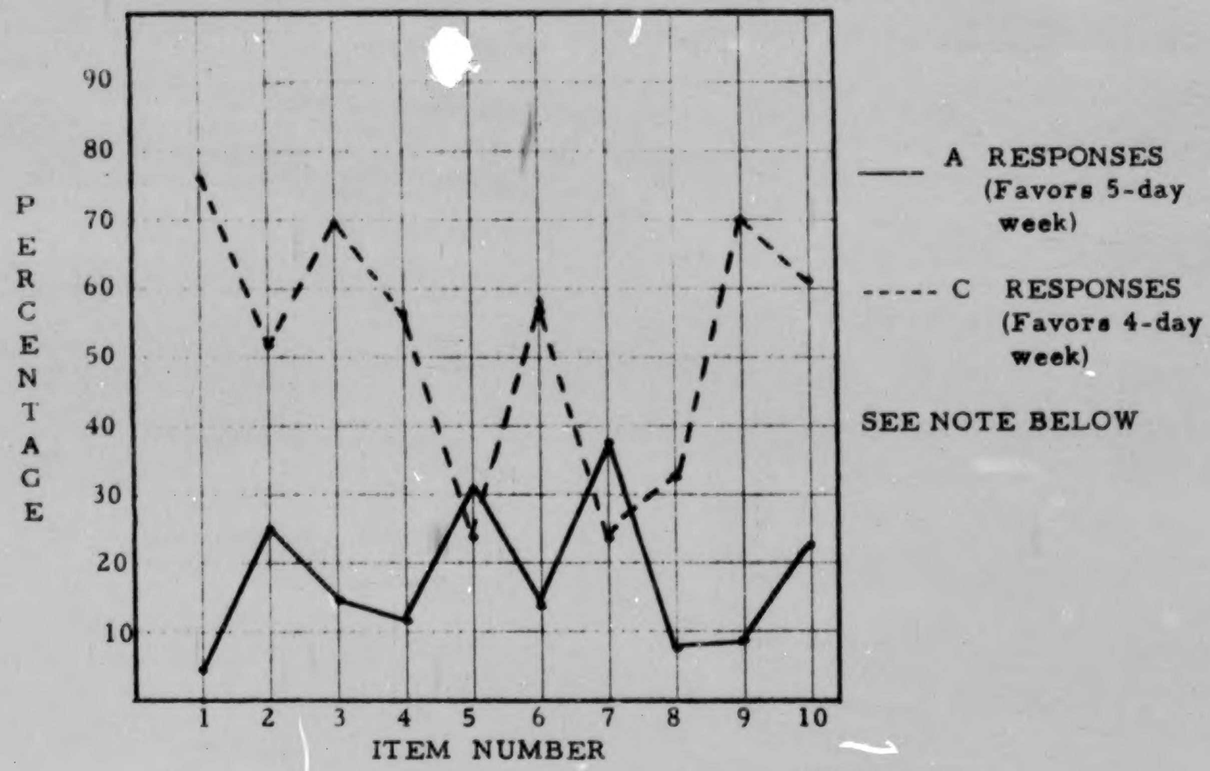
TABLE 4, TRANSFER DIVISION TOTALS

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	237
A. Yes	22	9.3	
B Some	86	36.3	
C.. No	129	54.4	
2. Was able to attend campus functions	*****	*****	234
A. No	86	36.7	
B. Some	64	27.4	
C. Yes	84	35.9	
3. Was unable to take part in student activities	*****	*****	233
A Could not participate	50	21.4	
B. Some trouble	65	27.9	
C. No problem	118	50.6	
4. Instructors had trouble adapting material	*****	*****	236
A Yes	34	14.4	
B. Some	109	46.2	
C. No	93	39.4	
5 Classroom activities were	*****	*****	231
A. Better short period	101	43.7	
B. No difference	100	43.3	
C. Better longer period	30	13.0	
6. Had sufficient study time	*****	*****	237
A. No	57	24.0	
B. Some trouble	84	35.4	
C. Yes	96	40.5	
7. Class length preferred	*****	*****	236
A. 1 hour	127	53.8	
B. No difference	76	32.2	
C. 1 1/2 hours	33	14.0	
8. Able to work for money	*****	*****	233
A. Less	36	15.4	
B. No difference	152	65.2	
C More	45	19.3	
9. Had trouble contacting instructor/Counselor	****	*****	235
A. Yes	22	9.4	
B Some	69	29.4	
C. No	144	61.3	
10. I like best	*****	*****	237
A. 5-day	92	38.8	
B. No difference	54	22.8	
C. 4-day	91	38.4	

IV

STUDENT EVALUATION TECHNICAL DIVISION TOTALS

Fig. 3. Technical Division Totals (clock-hour plus semester hour), percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 5. TECHNICAL DIVISION TOTALS (CLOCK-HOUR PLUS SEMESTER-HOUR)

SURVEY ITEM	RESPONSES No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	310
A. Yes	16	5.2	
B Some	56	18.1	
C.. No	238	76.7	
2. Was able to attend campus functions	*****	*****	307
A. No	77	25.1	
B. Some	69	22.5	
C. Yes	161	52.4	
3. Was unable to take part in student activities	*****	*****	307
A Could not participate	46	15.0	
B. Some trouble	47	15.3	
C. No problem	214	69.7	
4. Instructors had trouble adapting material	*****	*****	309
A Yes	40	12.9	
B. Some	95	30.7	
C. No	174	56.3	
5 Classroom activities were	*****	*****	306
A. Better short period	95	31.0	
B. No difference	135	44.1	
C. Better longer period	76	24.8	
6. Had sufficient study time	*****	*****	309
A. No	44	14.2	
B. Some trouble	84	27.2	
C. Yes	181	58.6	
7. Class length preferred	*****	*****	311
A. 1 hour	119	38.3	
B. No difference	115	37.0	
C. 1 1/2 hours	77	24.7	
8. Able to work for money	*****	*****	302
A. Less	25	8.3	
B. No difference	177	58.6	
C More	100	33.1	
9. Had trouble contacting instructor/Counselor	****	*****	308
A. Yes	28	9.1	
B Some	62	20.1	
C. No	218	70.8	
10. I like best	*****	*****	307
A. 5-day	72	23.4	
B. No difference	47	15.3	
C. 4-day	188	61.2	

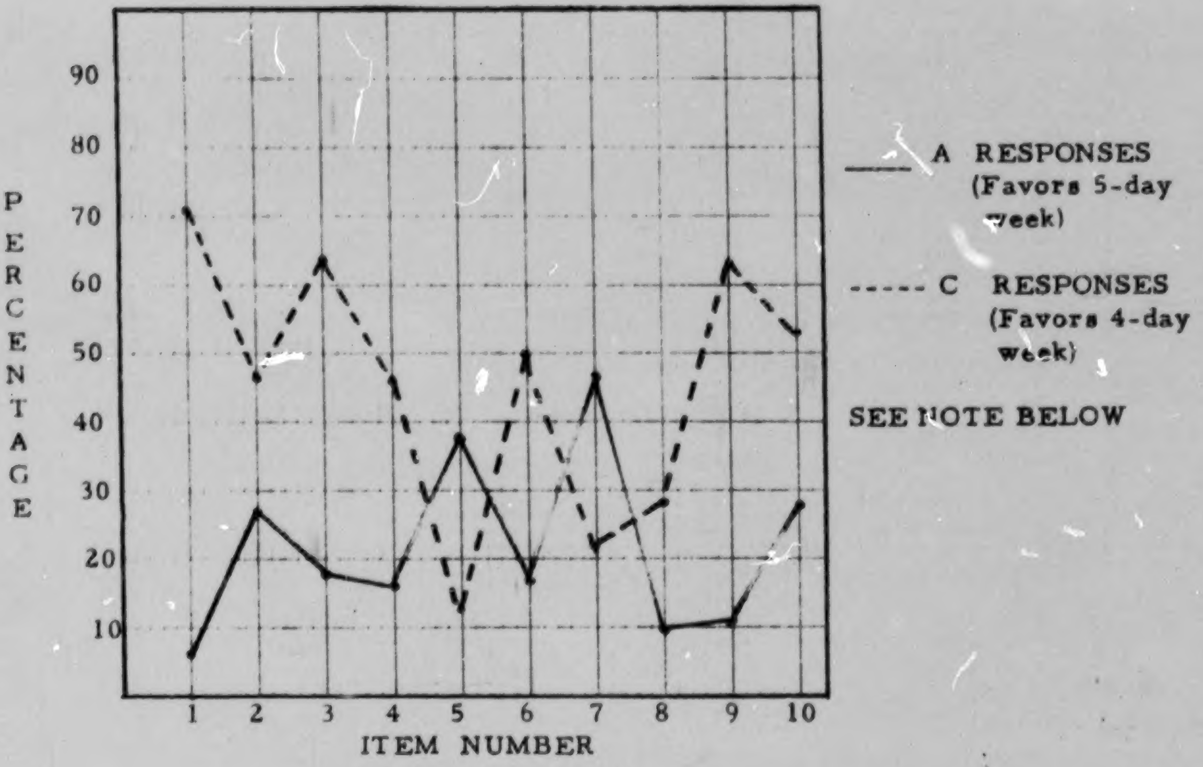
V

STUDENT EVALUATION TECHNICAL DIVISION PROGRAMS
SEMESTER-HOUR

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 4. Semester Hour Programs Totals Technical Division,

percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A. Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

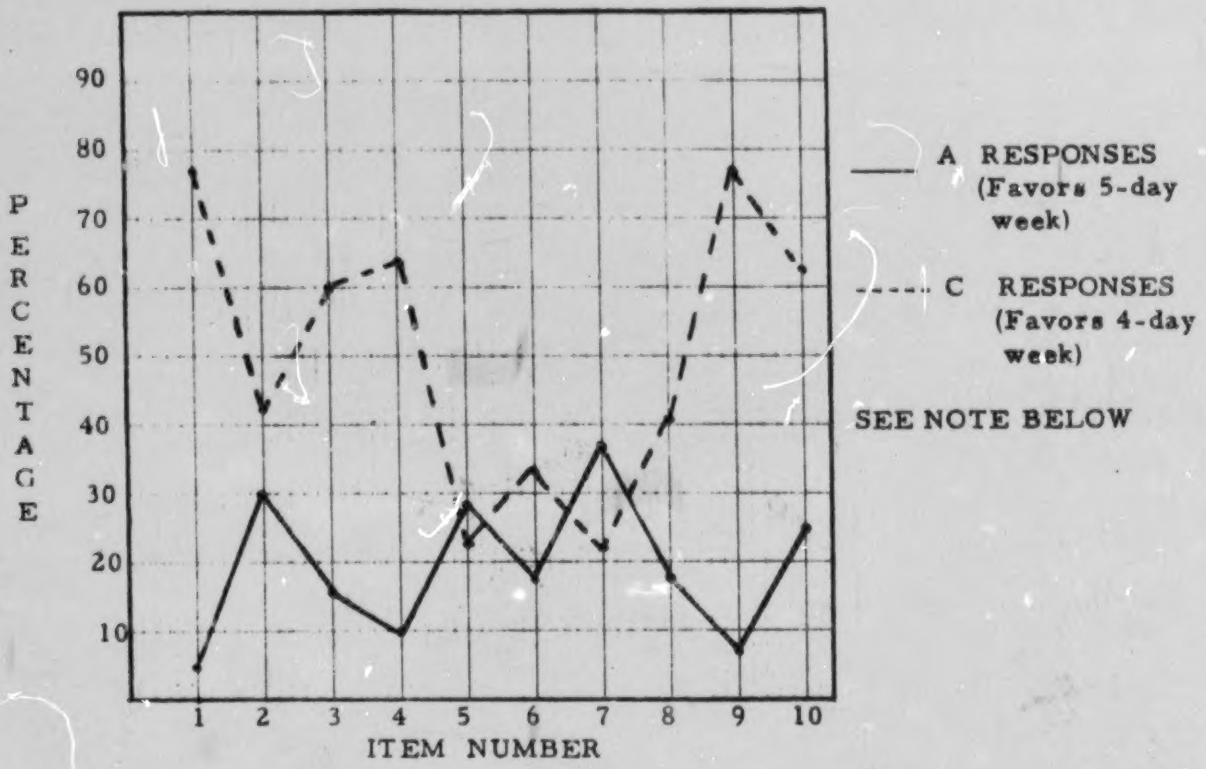
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 6.
SEMESTER-HOUR PROGRAMS TOTALS TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	248
A. Yes	16	6.4	
B Some	56	22.6	
C.. No	176	70.9	
2. Was able to attend campus functions	*****	*****	246
A. No	68	27.6	
B. Some	61	24.8	
C. Yes	117	47.6	
3. Was unable to take part in student activities	*****	*****	245
A Could not participate	44	18.0	
B. Some trouble	44	18.0	
C. No problem	157	64.0	
4. Instructors had trouble adapting material	*****	*****	247
A Yes	40	16.2	
B. Some	93	37.6	
C. No	114	46.1	
5 Classroom activities were	*****	*****	246
A. Better short period	94	38.2	
B. No difference	118	48.0	
C. Better longer period	34	13.8	
6. Had sufficient study time	*****	*****	247
A. No	42	17.0	
B. Some trouble	81	32.8	
C. Yes	124	50.2	
7. Class length preferred	*****	*****	248
A. 1 hour	117	47.2	
B. No difference	76	30.6	
C. 1 1/2 hours	55	22.2	
8. Able to work for money	*****	*****	242
A. Less	25	10.3	
B. No difference	147	60.7	
C More	70	28.9	
9. Had trouble contacting instructor/Counselor	****	*****	245
A. Yes	27	11.0	
B Some	62	25.3	
C. No	156	63.7	
10. I like best	*****	*****	246
A. 5-day	69	28.0	
B. No difference	45	18.3	
C. 4-day	132	53.7	

STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 5. Business Related Programs Technical Division, percentage of A and C responses.



SEE NOTE BELOW

ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

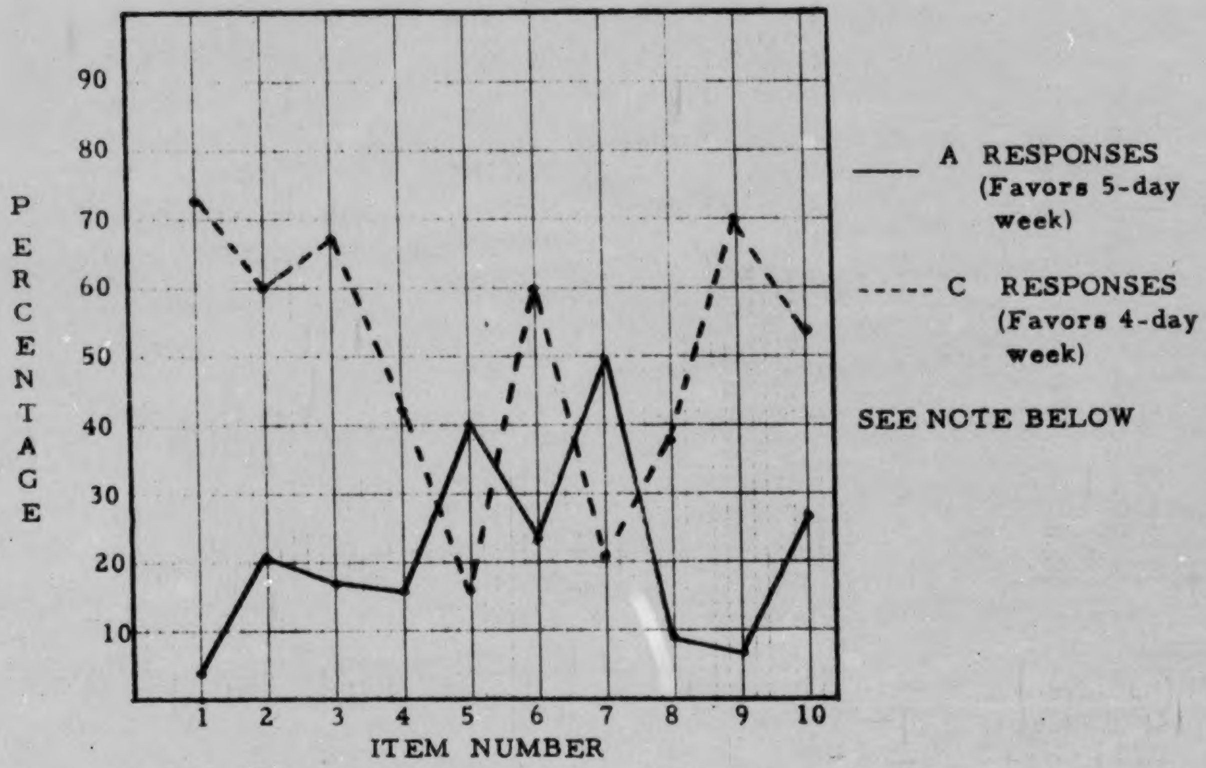
LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 7. BUSINESS RELATED PROGRAMS TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	40
A. Yes	2	5.0	
B Some	7	17.5	
C.. No	31	77.5	
2. Was able to attend campus functions	*****	*****	40
A. No	12	30.0	
B. Some	11	27.5	
C. Yes	17	42.5	
3. Was unable to take part in student activities	*****	*****	38
A Could not participate	6	15.8	
B. Some trouble	9	23.7	
C. No problem	23	60.5	
4. Instructors had trouble adapting material	*****	*****	39
A Yes	4	10.3	
B. Some	10	25.6	
C. No	25	64.1	
5 Classroom activities were	*****	*****	39
A. Better short period	11	28.2	
B. No difference	19	48.7	
C. Better longer period	9	23.1	
6. Had sufficient study time	*****	*****	40
A. No	7	17.5	
B. Some trouble	20	50.0	
C. Yes	13	32.5	
7. Class length preferred	*****	*****	40
A. 1 hour	15	37.5	
B. No difference	16	40.0	
C. 1 1/2 hours	9	22.5	
8. Able to work for money	*****	*****	39
A. Less	7	17.9	
B. No difference	16	41.0	
C More	16	41.0	
9. Had trouble contacting instructor/Counselor	****	*****	40
A. Yes	3	7.5	
B Some	6	15.0	
C. No	31	77.5	
10. I like best	*****	*****	40
A. 5-day	10	25.0	
B. No difference	5	12.5	
C. 4-day	25	62.5	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 6. Forestry Programs Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

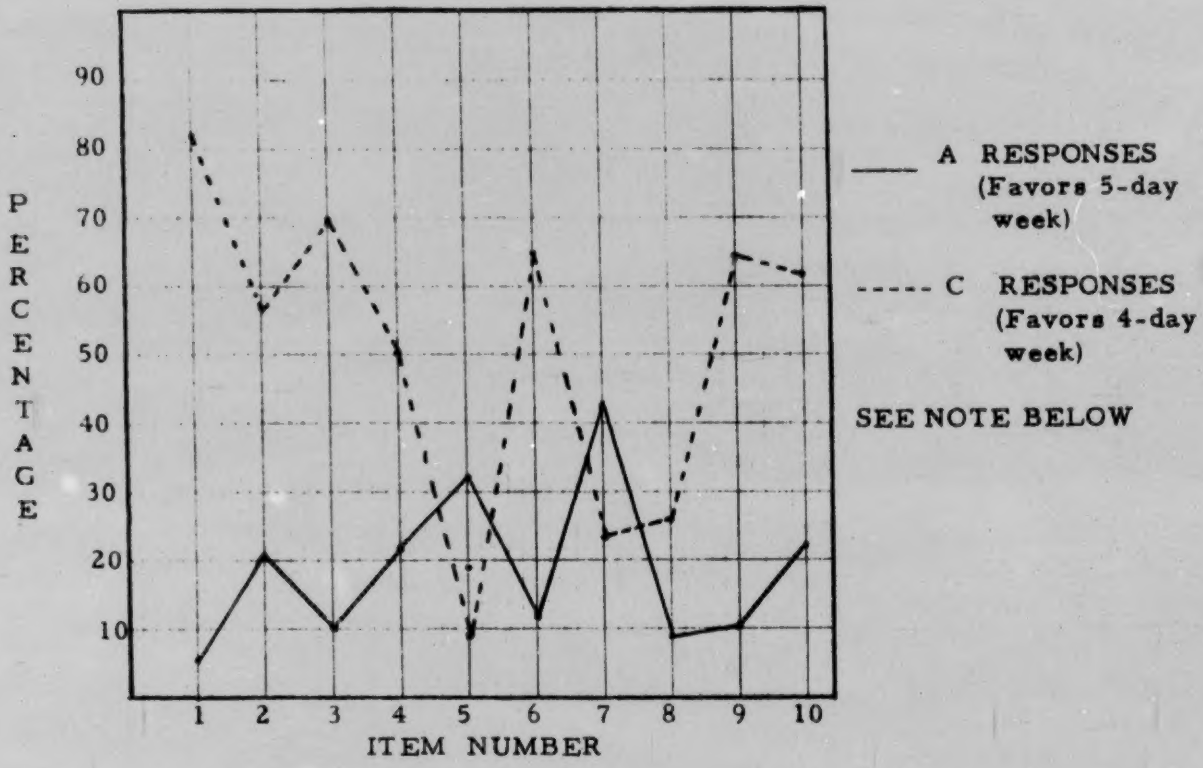
Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 8. FORESTRY PROGRAMS TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	75
A. Yes	3	4.0	
B Some	17	22.7	
C.. No	55	73.3	
2. Was able to attend campus functions	*****	*****	75
A. No	16	21.3	
B. Some	14	18.7	
C. Yes	45	60.0	
3. Was unable to take part in student activities	*****	*****	74
A Could not participate	13	17.6	
B. Some trouble	11	14.9	
C. No problem	50	67.5	
4. Instructors had trouble adapting material	*****	*****	75
A Yes	12	16.0	
B. Some	31	41.3	
C. No	32	42.7	
5 Classroom activities were	*****	*****	74
A. Better short period	30	40.5	
B. No difference	32	43.2	
C. Better longer period	12	16.2	
6. Had sufficient study time	*****	*****	75
A. No	18	24.0	
B. Some trouble	12	16.0	
C. Yes	45	60.0	
7. Class length preferred	*****	*****	74
A. 1 hour	37	50.0	
B. No difference	21	28.4	
C. 1 1/2 hours	16	21.6	
8. Able to work for money	*****	*****	73
A. Less	7	9.6	
B. No difference	38	52.1	
C More	28	38.3	
9. Had trouble contacting instructor/Counselor	****	*****	75
A. Yes	5	6.7	
B Some	17	22.7	
C. No	53	70.6	
10. I like best	*****	*****	75
A. 5-day	20	26.7	
B. No difference	14	18.7	
C. 4-day	41	54.6	

Fig. 7. Golf and Landscape Programs Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

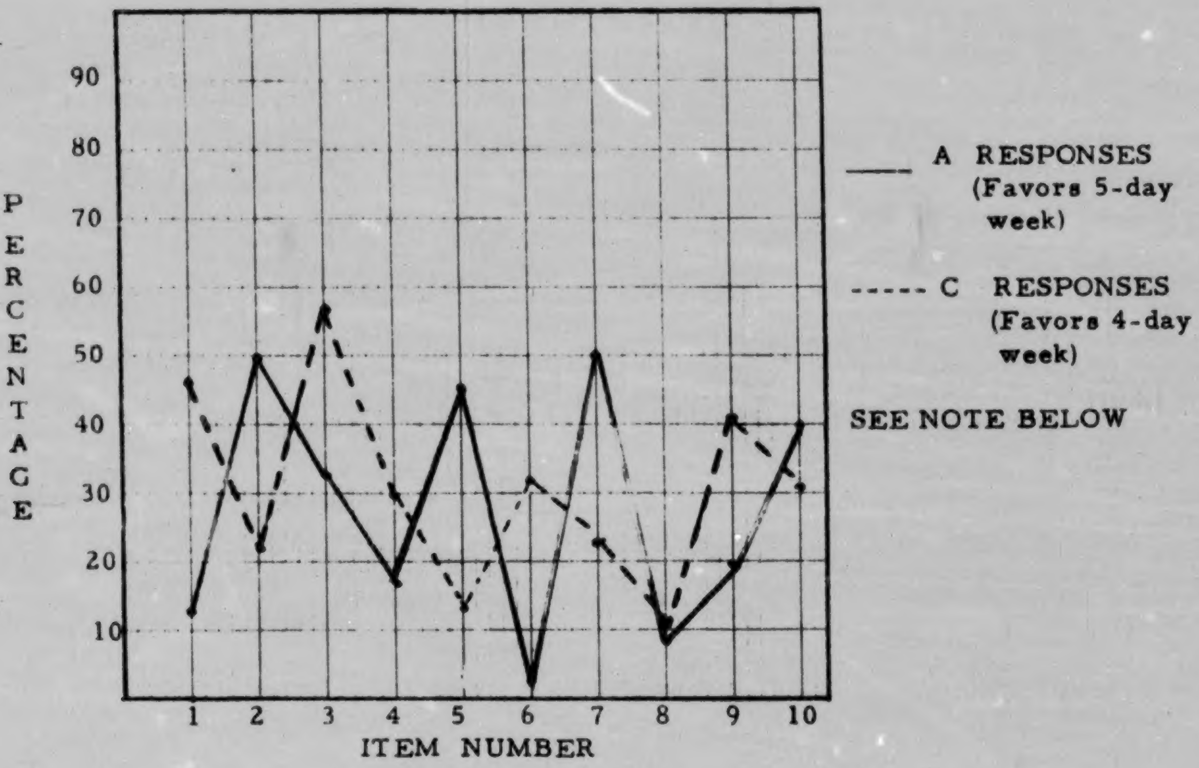
LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 9, GOLF AND LANDSCAPE PROGRAMS TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	68
A. Yes	4	5.9	
B Some	8	11.8	
C.. No	56	82.3	
2. Was able to attend campus functions	*****	*****	67
A. No	14	20.9	
B. Some	15	22.4	
C. Yes	38	56.7	
3. Was unable to take part in student activities	*****	*****	68
A Could not participate	7	10.3	
B. Some trouble	14	20.6	
C. No problem	47	69.1	
4. Instructors had trouble adapting material	*****	*****	68
A Yes	15	22.1	
B. Some	19	27.9	
C. No	34	50.0	
5 Classroom activities were	*****	*****	67
A. Better short period	22	32.8	
B. No difference	39	58.2	
C. Better longer period	6	9.0	
6. Had sufficient study time	*****	*****	66
A. No	8	12.1	
B. Some trouble	15	22.7	
C. Yes	43	65.2	
7. Class length preferred	*****	*****	68
A. 1 hour	29	42.6	
B. No difference	23	33.8	
C. 1 1/2 hours	16	23.5	
8. Able to work for money	*****	*****	65
A. Less	6	9.2	
B. No difference	42	64.6	
C More	17	26.2	
9. Had trouble contacting instructor/Counselor	****	*****	65
A. Yes	7	10.8	
B Some	16	24.6	
C. No	42	64.6	
10. I like best	*****	*****	66
A. 5-day	15	22.7	
B. No difference	10	15.2	
C. 4-day	41	62.1	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 8. Nursing Program Technical Division, percentage of A and C responses.



SEE NOTE BELOW

ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

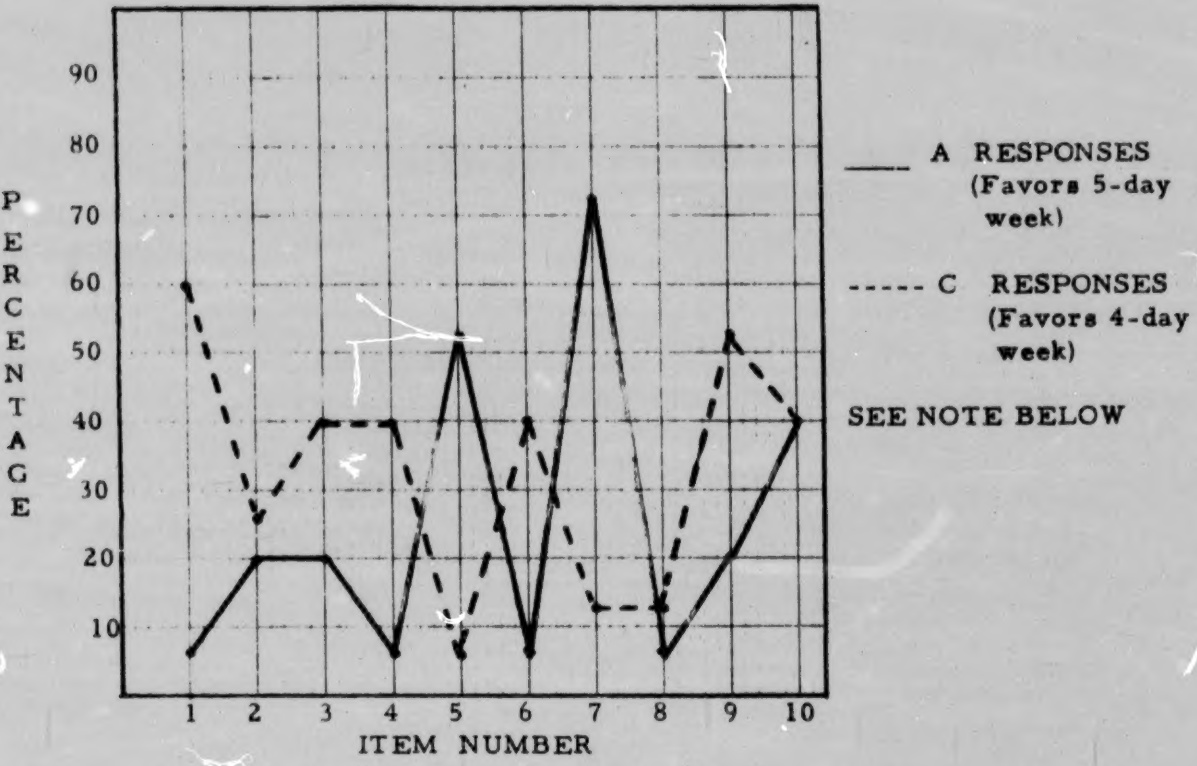
LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 10. NURSING PROGRAM TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	46
A. Yes	6	13.0	
B Some	18	39.1	
C.. No	22	47.8	
2. Was able to attend campus functions	*****	*****	44
A. No	22	50.0	
B. Some	12	27.3	
C. Yes	10	22.7	
3. Was unable to take part in student activities	*****	*****	45
A Could not participate	15	33.3	
B. Some trouble	4	8.9	
C. No problem	26	57.8	
4. Instructors had trouble adapting material	*****	*****	46
A Yes	8	17.4	
B. Some	24	52.2	
C. No	14	30.4	
5 Classroom activities were	*****	*****	46
A. Better short period	21	45.7	
B. No difference	19	41.3	
C. Better longer period	6	13.0	
6. Had sufficient study time	*****	*****	46
A. No	6	13.0	
B. Some trouble	25	54.3	
C. Yes	15	32.6	
7. Class length preferred	*****	*****	46
A. 1 hour	23	50.0	
B. No difference	12	26.1	
C. 1 1/2 hours	11	23.9	
8. Able to work for money	*****	*****	45
A. Less	4	8.9	
B. No difference	36	80.0	
C More	5	11.1	
9. Had trouble contacting instructor/Counselor	****	*****	46
A. Yes	9	19.6	
B Some	18	39.1	
C. No	19	41.3	
10. I like best	*****	*****	47
A. 5-day	19	40.4	
B. No difference	13	27.7	
C. 4-day	15	31.9	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 9. Park Management Program Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 11. PARK MANAGEMENT PROGRAM   TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	15
A. Yes	1	6.7	
B Some	5	33.3	
C.. No	9	60.0	
2. Was able to attend campus functions	*****	*****	15
A. No	3	20.0	
B. Some	8	53.3	
C. Yes	4	26.7	
3. Was unable to take part in student activities	*****	*****	15
A Could not participate	3	20.0	
B. Some trouble	6	40.0	
C. No problem	6	40.0	
4. Instructors had trouble adapting material	*****	*****	15
A Yes	1	6.7	
B. Some	8	53.3	
C. No	6	40.0	
5 Classroom activities were	*****	*****	15
A. Better short period	8	53.3	
B. No difference	6	40.0	
C. Better longer period	1	6.7	
6. Had sufficient study time	*****	*****	15
A. No	1	6.7	
B. Some trouble	8	53.3	
C. Yes	6	40.0	
7. Class length preferred	*****	*****	15
A. 1 hour	11	73.3	
B. No difference	2	13.3	
C. 1 1/2 hours	2	13.3	
8. Able to work for money	*****	*****	15
A. Less	1	6.7	
B. No difference	12	80.0	
C More	2	13.3	
9. Had trouble contacting instructor/Counselor	****	*****	15
A. Yes	3	20.0	
B Some	4	26.7	
C. No	8	53.3	
10. I like best	*****	*****	15
A. 5-day	6	40.0	
B. No difference	3	20.0	
C. 4-day	6	40.0	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 12, POLICE SCIENCE AND CORRECTIONS PROGRAMS TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	1
A. Yes	0		
B Some	1		
C.. No	0		
2. Was able to attend campus functions	*****	*****	1
A. No	1		
B. Some	0		
C. Yes	0		
3. Was unable to take part in student activities	*****	*****	1
A Could not participate	0		
B. Some trouble	0		
C. No problem	1		
4. Instructors had trouble adapting material	*****	*****	1
A Yes	0		
B. Some	0		
C. No	1		
5 Classroom activities were	*****	*****	1
A. Better short period	1		
B. No difference	0		
C. Better longer period	0		
6. Had sufficient study time	*****	*****	1
A. No	1		
B. Some trouble	0		
C. Yes	0		
7. Class length preferred	*****	*****	1
A. 1 hour	1		
B. No difference	0		
C. 1 1/2 hours	0		
8. Able to work for money	*****	*****	1
A. Less	0		
B. No difference	1		
C More	0		
9. Had trouble contacting instructor/Counselor	****	*****	1
A. Yes	0		
B Some	0		
C. No	1		
10. I like best	*****	*****	1
A. 5-day	1		
B. No difference	0		
C. 4-day	0		

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

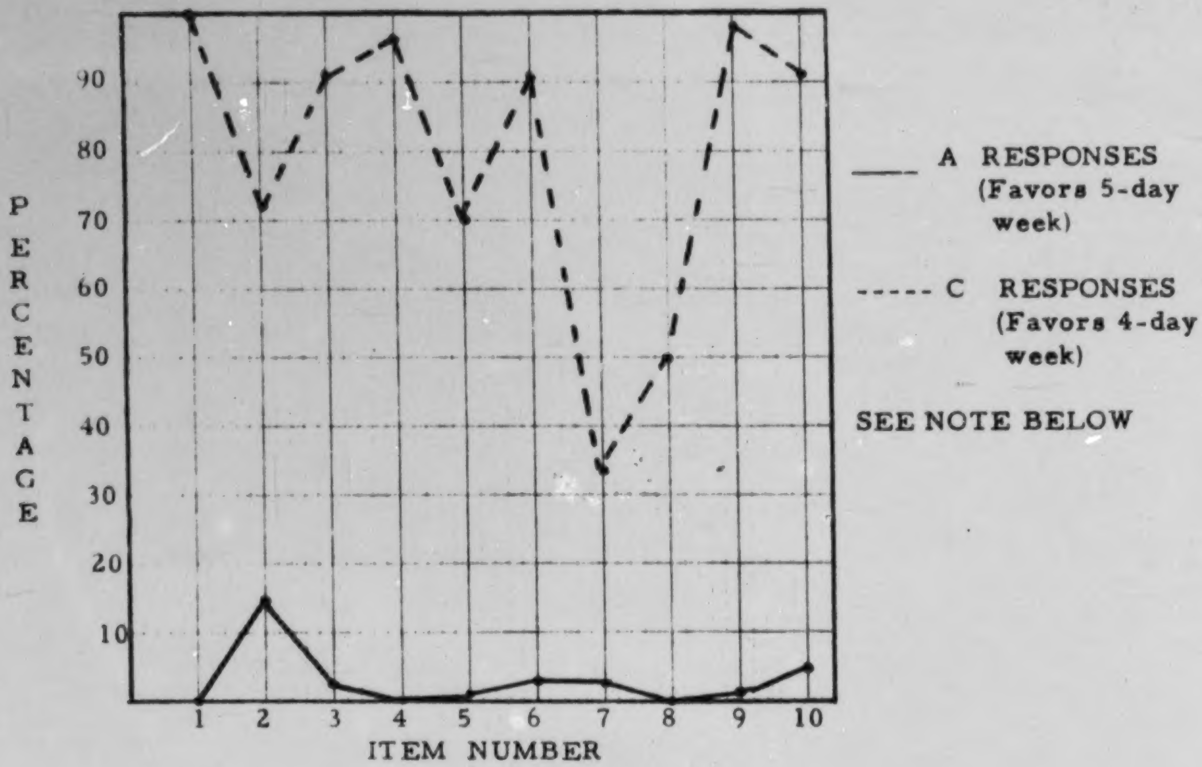
TABLE 13. TIMBER HARVESTING PROGRAM TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	3
A. Yes	0		
B Some	0		
C.. No	3		
2. Was able to attend campus functions	*****	*****	4
A. No	0		
B. Some	1		
C. Yes	3		
3. Was unable to take part in student activities	*****	*****	4
A Could not participate	0		
B. Some trouble	0		
C. No problem	4		
4. Instructors had trouble adapting material	*****	*****	3
A Yes	0		
B. Some	1		
C. No	2		
5 Classroom activities were	*****	*****	4
A. Better short period	1		
B. No difference	3		
C. Better longer period	0		
6. Had sufficient study time	*****	*****	4
A. No	1		
B. Some trouble	1		
C. Yes	2		
7. Class length preferred	*****	*****	4
A. 1 hour	1		
B. No difference	2		
C. 1 1/2 hours	1		
8. Able to work for money	*****	*****	4
A. Less	0		
B. No difference	2		
C More	2		
9. Had trouble contacting instructor/Counselor	****	*****	4
A. Yes	0		
B Some	1		
C. No	3		
10. I like best	*****	*****	4
A. 5-day	0		
B. No difference	0		
C. 4-day	4		

VI

STUDENT EVALUATION TECHNICAL PROGRAMS
CLOCK-HOUR

Fig. 10. Clock-hour Programs Totals Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

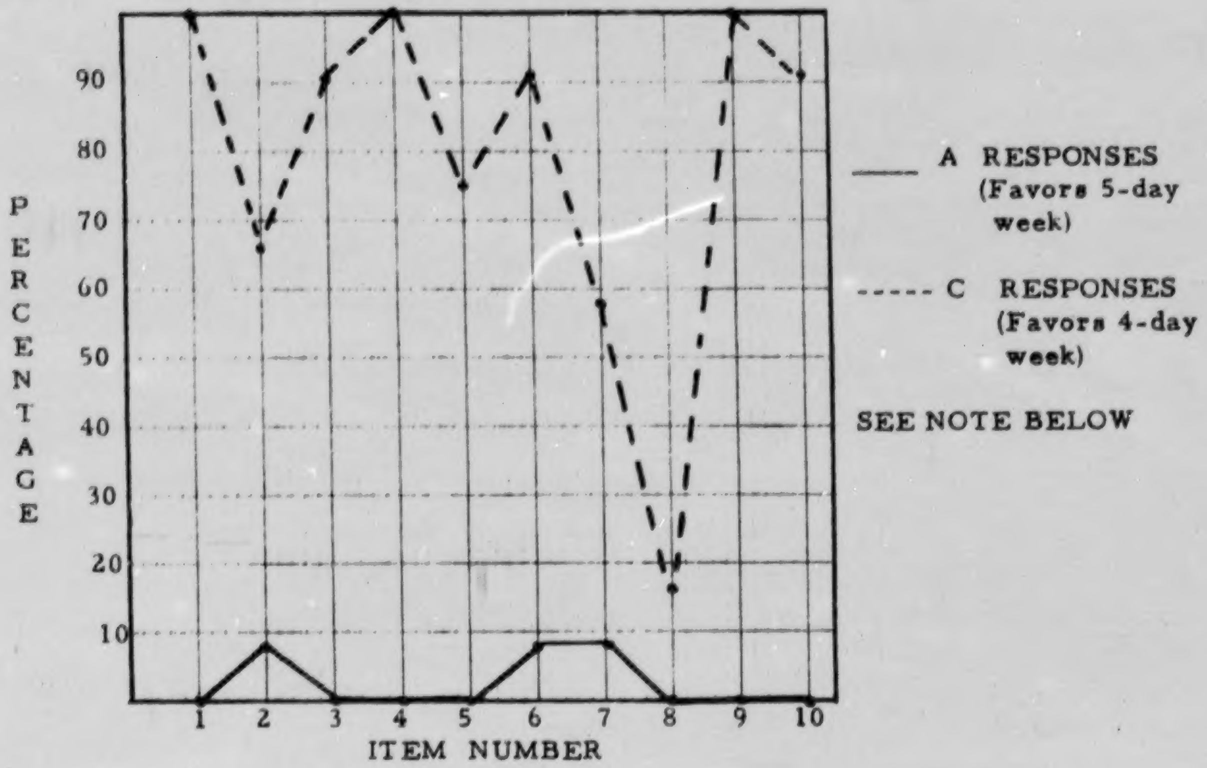
LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 14. CLOCK HOUR PROGRAMS TOTALS TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	62
A. Yes	0	0	
B Some	0	0	
C.. No	62	100	
2. Was able to attend campus functions	*****	*****	61
A. No	9	14.7	
B. Some	8	13.1	
C. Yes	44	72.1	
3. Was unable to take part in student activities	*****	*****	62
A Could not participate	2	3.2	
B. Some trouble	3	4.8	
C. No problem	57	91.9	
4. Instructors had trouble adapting material	*****	*****	62
A Yes	0	0	
B. Some	2	3.2	
C. No	60	96.8	
5 Classroom activities were	*****	*****	60
A. Better short period	1	1.6	
B. No difference	17	28.3	
C. Better longer period	42	70.0	
6. Had sufficient study time	*****	*****	62
A. No	2	3.2	
B. Some trouble	3	4.8	
C. Yes	57	91.9	
7. Class length preferred	*****	*****	63
A. 1 hour	2	3.2	
B. No difference	39	61.9	
C. 1 1/2 hours	22	34.9	
8. Able to work for money	*****	*****	60
A. Less	0	0	
B. No difference	30	50	
C More	30	50	
9. Had trouble contacting instructor/Counselor	****	*****	63
A. Yes	1	1.6	
B Some	0	0	
C. No	62	98.4	
10. I like best	*****	*****	61
A. 5-day	3	4.9	
B. No difference	2	3.3	
C. 4-day	56	91.8	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 11. Auto-Body Program Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

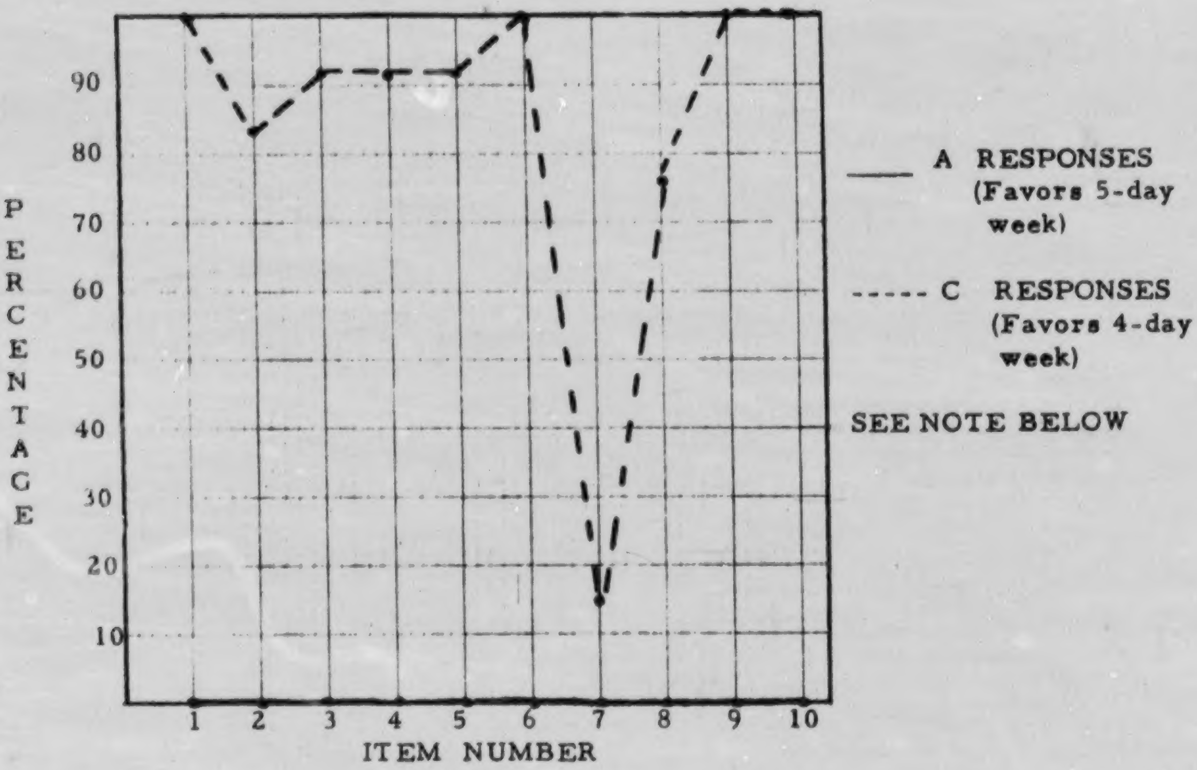
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 15.AUTO-BODY PROGRAM TECHNICAL DIVISION

SURVEY ITEM	RESPONSES No.	RESPONSES %	RESPONSES Total No.
1. Had trouble scheduling courses	*****	*****	12
A. Yes	0	0	
B Some	0	0	
C.. No	12	100	
2. Was able to attend campus functions	*****	*****	12
A. No	1	8.3	
B. Some	3	25.0	
C. Yes	8	66.6	
3. Was unable to take part in student activities	*****	*****	12
A Could not participate	0	0	
B. Some trouble	1	8.3	
C. No problem	11	91.7	
4. Instructors had trouble adapting material	*****	*****	12
A Yes	0	0	
B. Some	0	0	
C. No	12	100	
5 Classroom activities were	*****	*****	12
A. Better short period	0	0	
B. No difference	3	25.0	
C. Better longer period	9	75.0	
6. Had sufficient study time	*****	*****	12
A. No	1	8.3	
B. Some trouble	0	0	
C. Yes	11	91.7	
7. Class length preferred	*****	*****	12
A. 1 hour	1	8.3	
B. No difference	4	33.3	
C. 1 1/2 hours	7	58.3	
8. Able to work for money	*****	*****	12
A. Less	0	0	
B. No difference	10	83.3	
C More	2	16.7	
9. Had trouble contacting instructor/Counselor	****	*****	12
A. Yes	0	0	
B Some	0	0	
C. No	12	100	
10. I like best	*****	*****	12
A. 5-day	0	0	
B. No difference	1	8.3	
C. 4-day	11	91.7	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 12. Automotive Mechanics Program Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

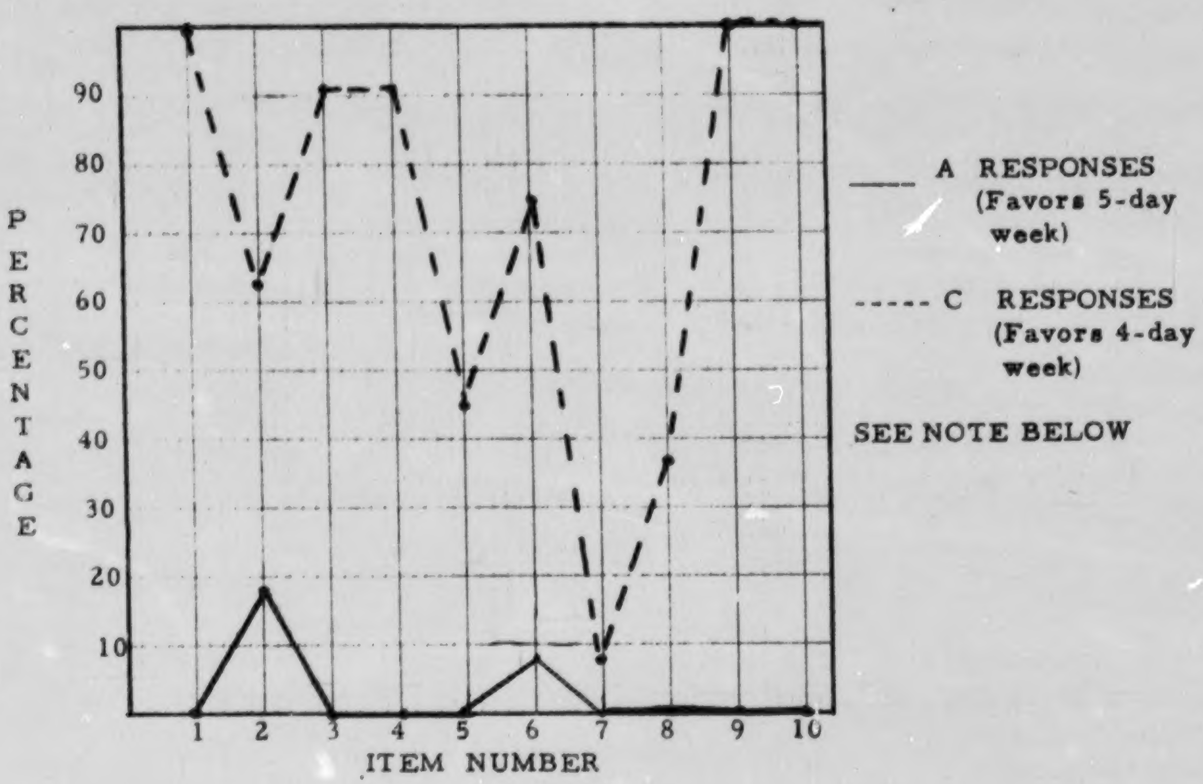
Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 16. AUTOMOTIVE MECHANICS PROGRAM TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	13
A. Yes	0	0	
B Some	0	0	
C.. No	13	100	
2. Was able to attend campus functions	*****	*****	13
A. No	0	0	
B. Some	2	15.4	
C. Yes	11	84.6	
3. Was unable to take part in student activities	*****	*****	13
A Could not participate	0	0	
B. Some trouble	1	7.7	
C. No problem	12	92.3	
4. Instructors had trouble adapting material	*****	*****	13
A Yes	0	0	
B. Some	1	7.7	
C. No	12	92.3	
5 Classroom activities were	*****	*****	13
A. Better short period	0	0	
B. No difference	1	7.7	
C. Better longer period	12	92.3	
6. Had sufficient study time	*****	*****	13
A. No	0	0	
B. Some trouble	0	0	
C. Yes	13	100	
7. Class length preferred	*****	*****	13
A. 1 hour	0	0	
B. No difference	11	84.6	
C. 1 1/2 hours	2	15.4	
8. Able to work for money	*****	*****	13
A. Less	0	0	
B. No difference	3	23.1	
C More	10	76.9	
9. Had trouble contacting instructor/Counselor	****	*****	13
A. Yes	0	0	
B Some	0	0	
C. No	13	100	
10. I like best	*****	*****	13
A. 5-day	0	0	
B. No difference	0	0	
C. 4-day	13	100	

Fig. 13. Aviation Mechanics Program Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

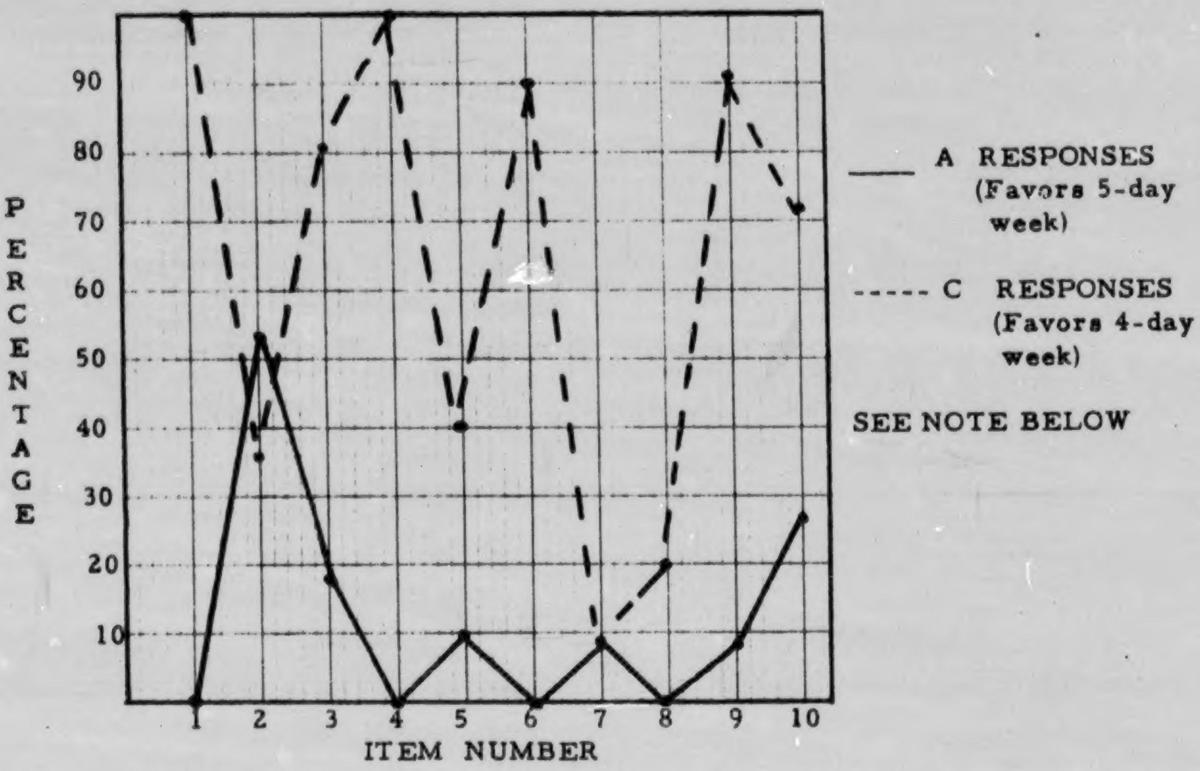
LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 17. AVIATION MECHANICS PROGRAM TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	12
A. Yes	0	0	
B Some	0	0	
C.. No	12	100	
2. Was able to attend campus functions	*****	*****	11
A. No	2	18.2	
B. Some	2	14.2	
C. Yes	7	63.6	
3. Was unable to take part in student activities	*****	*****	12
A Could not participate	0	0	
B. Some trouble	1	8.3	
C. No problem	11	91.6	
4. Instructors had trouble adapting material	*****	*****	12
A Yes	0	0	
B. Some	1	8.3	
C. No	11	91.6	
5 Classroom activities were	*****	*****	11
A. Better short period	0	0	
B. No difference	6	54.5	
C. Better longer period	5	45.4	
6. Had sufficient study time	*****	*****	12
A. No	1	8.3	
B. Some trouble	2	16.7	
C. Yes	9	75.0	
7. Class length preferred	*****	*****	12
A. 1 hour	0	0	
B. No difference	11	91.7	
C. 1 1/2 hours	1	8.3	
8. Able to work for money	*****	*****	11
A. Less	0	0	
B. No difference	7	63.6	
C More	4	36.4	
9. Had trouble contacting instructor/Counselor	****	*****	12
A. Yes	0	0	
B Some	0	0	
C. No	12	100	
10. I like best	*****	*****	11
A. 5-day	0	0	
B. No difference	0	0	
C. 4-day	11	100	

Fig. 14. Cosmetology Program Technical Division,

percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

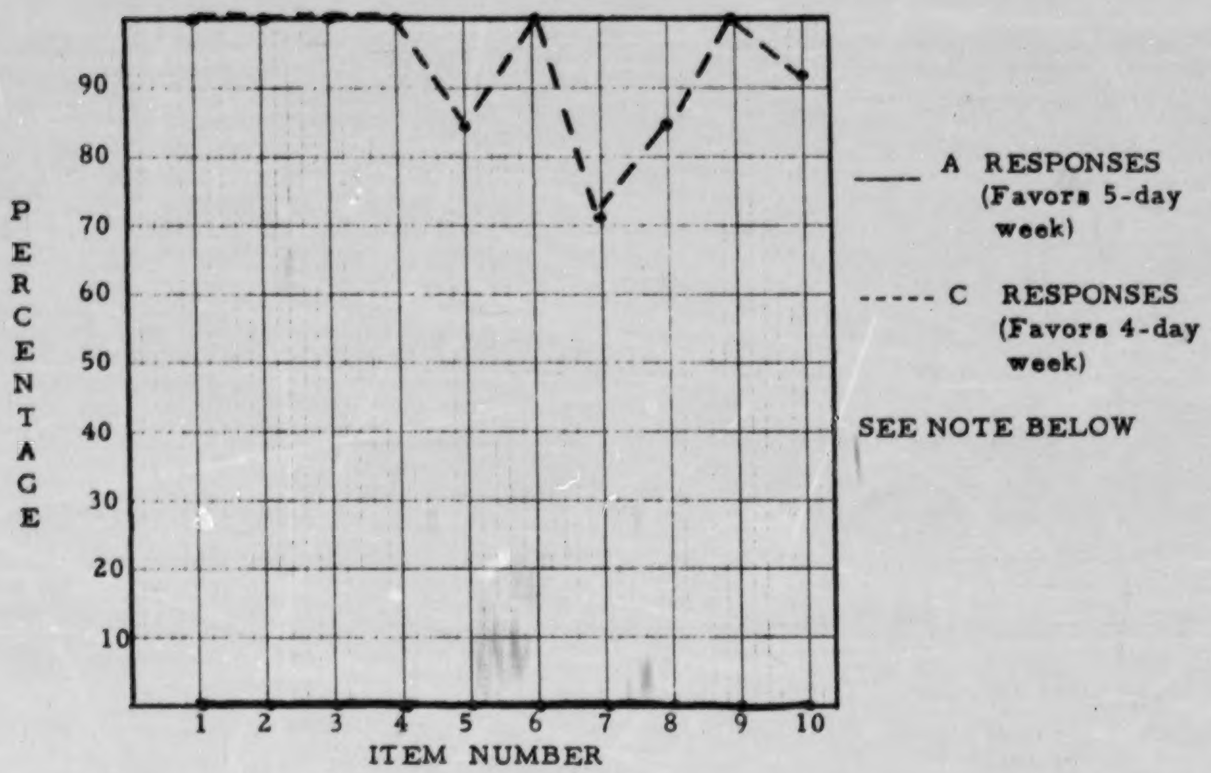
LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 18. COSMETOLOGY PROGRAM TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	11
A. Yes	0	0	
B Some	0	0	
C. . No	11	100	
2. Was able to attend campus functions	*****	*****	11
A. No	6	54.5	
B. Some	1	9.1	
C. Yes	4	36.4	
3. Was unable to take part in student activities	*****	*****	11
A Could not participate	2	18.2	
B. Some trouble	0	0	
C. No problem	9	81.8	
4. Instructors had trouble adapting material	*****	*****	11
A Yes	0	0	
B. Some	0	0	
C. No	11	100	
5 Classroom activities were	*****	*****	10
A. Better short period	1	10.0	
B. No difference	5	50.0	
C. Better longer period	4	40.0	
6. Had sufficient study time	*****	*****	11
A. No	0	0	
B. Some trouble	1	9.1	
C. Yes	10	90.9	
7. Class length preferred	*****	*****	11
A. 1 hour	1	9.1	
B. No difference	9	81.8	
C. 1 1/2 hours	1	9.1	
8. Able to work for money	*****	*****	10
A. Less	0	0	
B. No difference	8	80.0	
C More	2	20.0	
9. Had trouble contacting instructor/Counselor	****	*****	12
A. Yes	1	8.3	
B Some	0	0	
C. No	11	91.7	
10. I like best	*****	*****	11
A. 5-day	3	27.3	
B. No difference	0	0	
C. 4-day	8	72.7	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 15. Welding Program Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

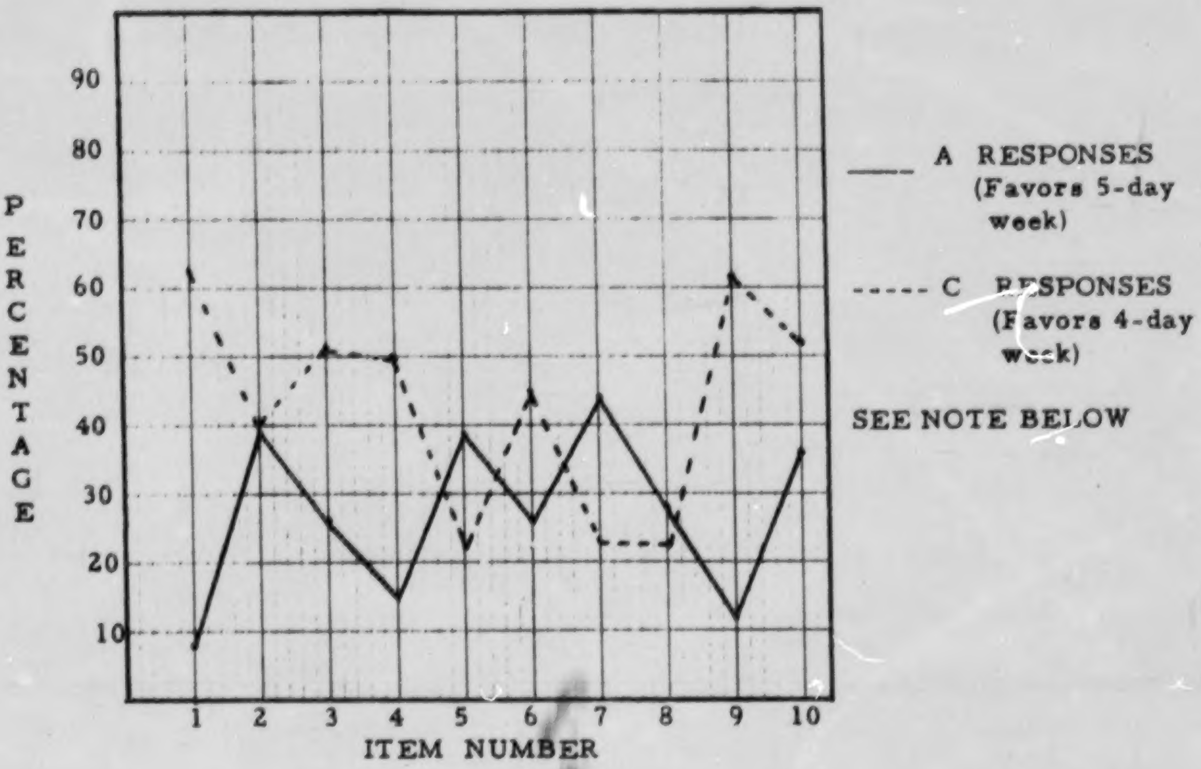
TABLE 19. WELDING PROGRAM TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	14
A. Yes	0	0	
B Some	0	0	
C.. No	14	100	
2. Was able to attend campus functions	*****	*****	14
A. No	0	0	
B. Some	0	0	
C. Yes	14	100	
3. Was unable to take part in student activities	*****	*****	14
A Could not participate	0	0	
B. Some trouble	0	0	
C. No problem	14	100	
4. Instructors had trouble adapting material	*****	*****	14
A Yes	0	0	
B. Some	0	0	
C. No	14	100	
5 Classroom activities were	*****	*****	14
A. Better short period	0	0	
B. No difference	2	14.3	
C. Better longer period	12	85.7	
6. Had sufficient study time	*****	*****	14
A. No	0	0	
B. Some trouble	0	0	
C. Yes	14	100	
7. Class length preferred	*****	*****	14
A. 1 hour	0	0	
B. No difference	4	28.6	
C. 1 1/2 hours	10	71.4	
8. Able to work for money	*****	*****	14
A. Less	0	0	
B. No difference	2	14.3	
C More	12	85.7	
9. Had trouble contacting instructor/Counselor	****	*****	14
A. Yes	0	0	
B Some	0	0	
C. No	14	100	
10. I like best	*****	*****	14
A. 5-day	0	0	
B. No difference	1	7.1	
C. 4-day	13	92.9	

VII

STUDENT EVALUATION WORK-STUDY STUDENTS

Fig. 16. WORK STUDY STUDENTS TOTAL TECHNICAL AND TRANSFER DIVISIONS, PERCENTAGE OF A AND C RESPONSES



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

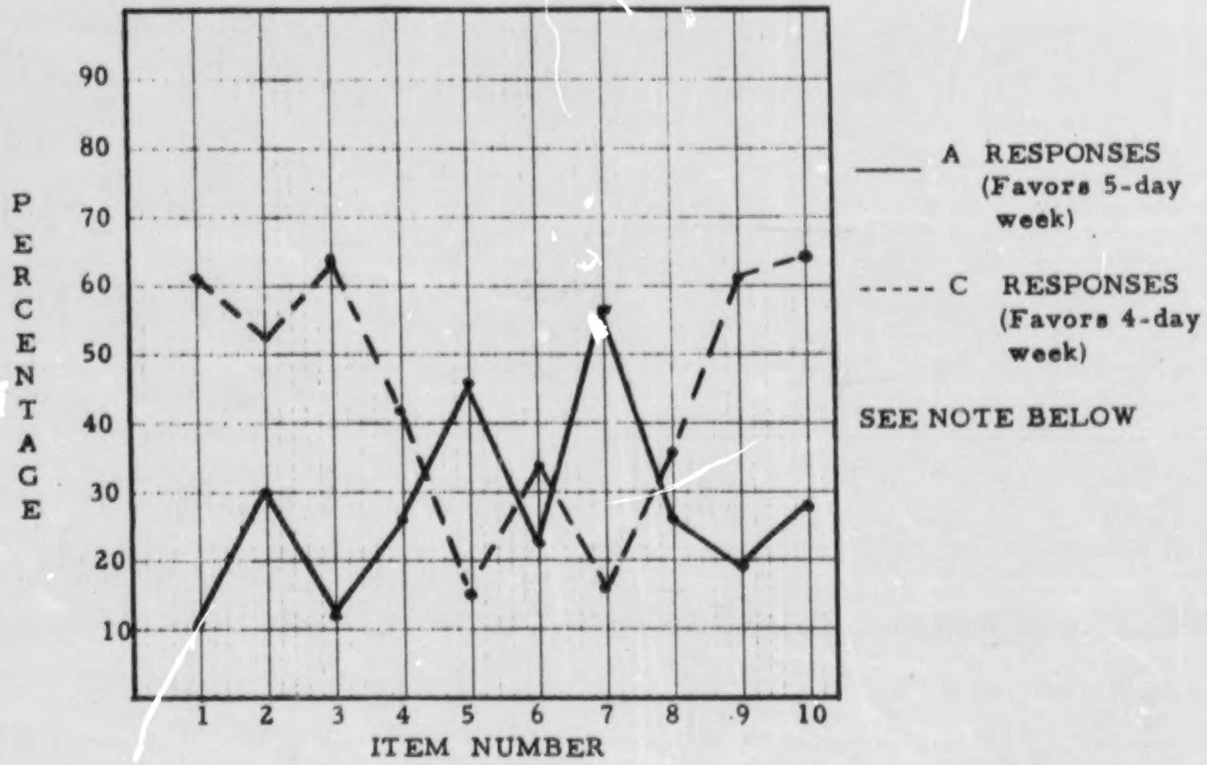
TABLE 20. WORK STUDY STUDENTS TOTAL TECHNICAL AND TRANSFER DIVISIONS

SURVEY ITEM	RESPONSES No.	 %	 Total No.
1. Had trouble scheduling courses	*****	*****	75
A. Yes	6	8.0	
B Some	22	29.3	
C.. No	47	62.7	
2. Was able to attend campus functions	*****	*****	75
A. No	29	38.7	
B. Some	16	21.3	
C. Yes	30	40.0	
3. Was unable to take part in student activities	*****	*****	74
A Could not participate	19	25.7	
B. Some trouble	17	23.0	
C. No problem	38	51.3	
4. Instructors had trouble adapting material	*****	*****	76
A Yes	11	14.5	
B. Some	27	35.5	
C. No	38	50.0	
5 Classroom activities were	*****	*****	75
A. Better short period	29	38.7	
B. No difference	29	38.7	
C. Better longer period	17	22.6	
6. Had sufficient study time	*****	*****	76
A. No	20	26.3	
B. Some trouble	22	29.0	
C. Yes	34	44.7	
7. Class length preferred	*****	*****	75
A. 1 hour	33	44.0	
B. No difference	25	33.3	
C. 1 1/2 hours	17	22.7	
8. Able to work for money	*****	*****	75
A. Less	21	28.0	
B. No difference	37	49.3	
C More	17	22.7	
9. Had trouble contacting instructor/Counselor	****	*****	76
A. Yes	9	11.8	
B Some	20	26.3	
C. No	47	61.9	
10. I like best	*****	*****	75
A. 5-day	27	36.0	
B. No difference	9	12.0	
C. 4-day	39	52.0	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 17. Semester Hour Students On Work-study Programs

Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE

TABLE 21. STUDENT EVALUATION OF FOUR-DAY WEEK

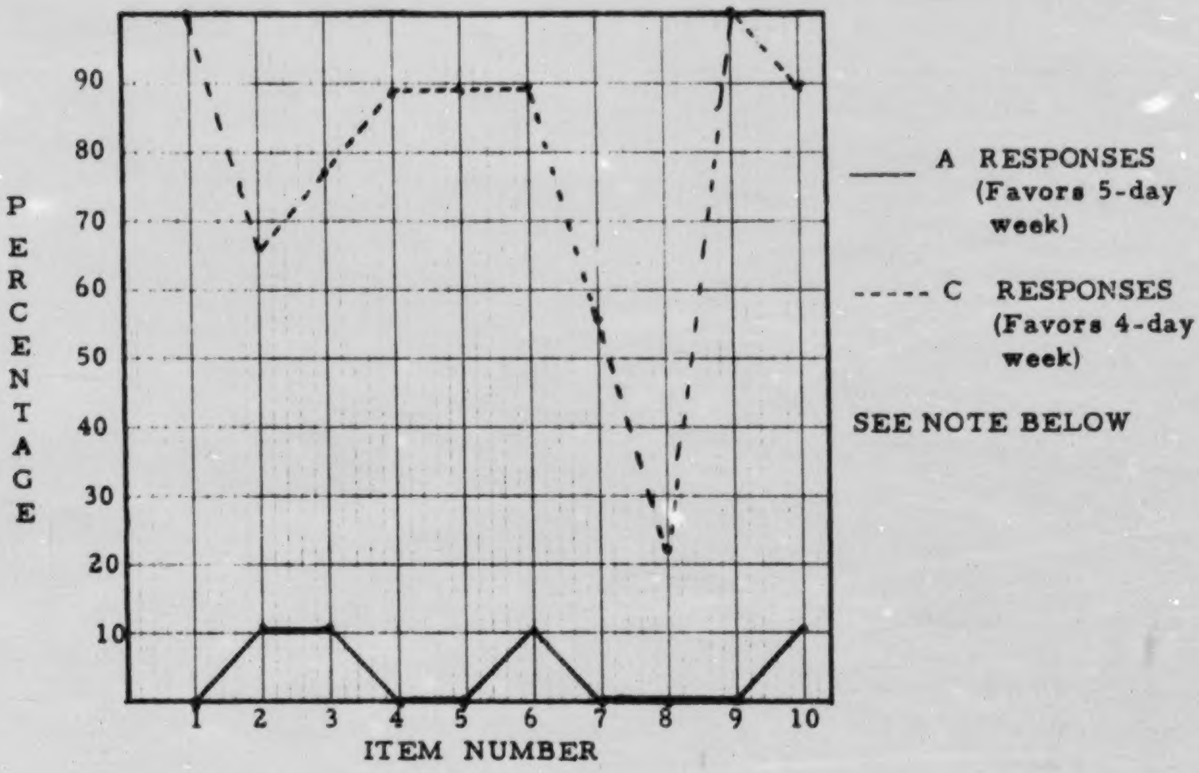
SEMESTER HOUR STUDENTS ON WORK-STUDY PROGRAMS (ITEM C) TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	26
A. Yes	3	11.5	
B Some	7	26.9	
C.. No	16	61.5	
2. Was able to attend campus functions	*****	*****	26
A. No	8	30.7	
B. Some	4	15.4	
C. Yes	14	53.9	
3. Was unable to take part in student activities	*****	*****	25
A Could not participate	3	12.0	
B. Some trouble	6	24.0	
C. No problem	16	64.0	
4. Instructors had trouble adapting material	*****	*****	26
A Yes	7	26.9	
B. Some	8	30.8	
C. No	11	42.3	
5 Classroom activities were	*****	*****	26
A. Better short period	12	46.2	
B. No difference	10	38.4	
C. Better longer period	4	15.4	
6. Had sufficient study time	*****	*****	26
A. No	6	23.1	
B. Some trouble	11	42.3	
C. Yes	9	34.6	
7. Class length preferred	*****	*****	25
A. 1 hour	14	56.0	
B. No difference	7	28.0	
C. 1 1/2 hours	4	16.0	
8. Able to work for money	*****	*****	25
A. Less	6	24.0	
B. No difference	10	40.0	
C More	9	36.0	
9. Had trouble contacting instructor/Counselor	****	*****	26
A. Yes	5	19.2	
B Some	5	19.2	
C. No	16	61.5	
10. I like best	*****	*****	25
A. 5-day	7	28.0	
B. No difference	2	8.0	
C. 4-day	16	64.0	

STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 18. CLOCK-HOUR STUDENTS ON WORK-STUDY PROGRAMS (ITEM C) TECHNICAL DIVISION

PERCENTAGE OF A AND D RESPONSES.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

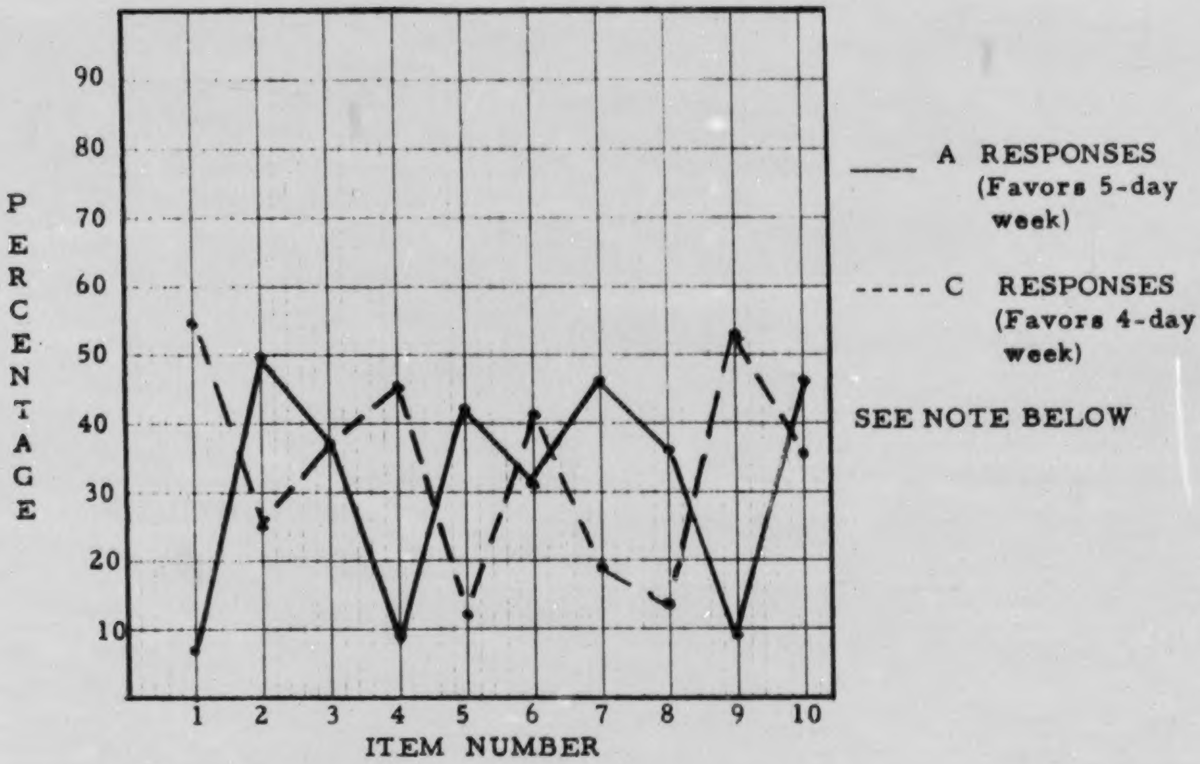
LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 22.

CLOCK-HOUR STUDENTS ON WORK-STUDY PROGRAMS (ITEM C) TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	9
A. Yes	0	0	
B Some	0	0	
C.. No	9	100	
2. Was able to attend campus functions	*****	*****	9
A. No	1	11.1	
B. Some	2	22.2	
C. Yes	6	66.7	
3. Was unable to take part in student activities	*****	*****	9
A Could not participate	1	11.1	
B. Some trouble	1	11.1	
C. No problem	7	77.8	
4. Instructors had trouble adapting material	*****	*****	9
A Yes	0	0	
B. Some	1	11.1	
C. No	5	88.9	
5 Classroom activities were	*****	*****	9
A. Better short period	0	0	
B. No difference	1	11.1	
C. Better longer period	8	88.9	
6. Had sufficient study time	*****	*****	9
A. No	1	11.1	
B. Some trouble	0	0	
C. Yes	8	88.9	
7. Class length preferred	*****	*****	9
A. 1 hour	0	0	
B. No difference	4	44.4	
C. 1 1/2 hours	5	55.6	
8. Able to work for money	*****	*****	9
A. Less	0	0	
B. No difference	7	77.8	
C More	2	22.2	
9. Had trouble contacting instructor/Counselor	****	*****	9
A. Yes	0	0	
B Some	0	0	
C. No	9	100	
10. I like best	*****	*****	9
A. 5-day	1	11.1	
B. No difference	0	0	
C. 4-day	8	88.9	

Fig. 19. Students On Work-study Programs Transfer Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 23. STUDENTS ON WORK-STUDY PROGRAMS (ITEM C) TRANSFER DIVISION

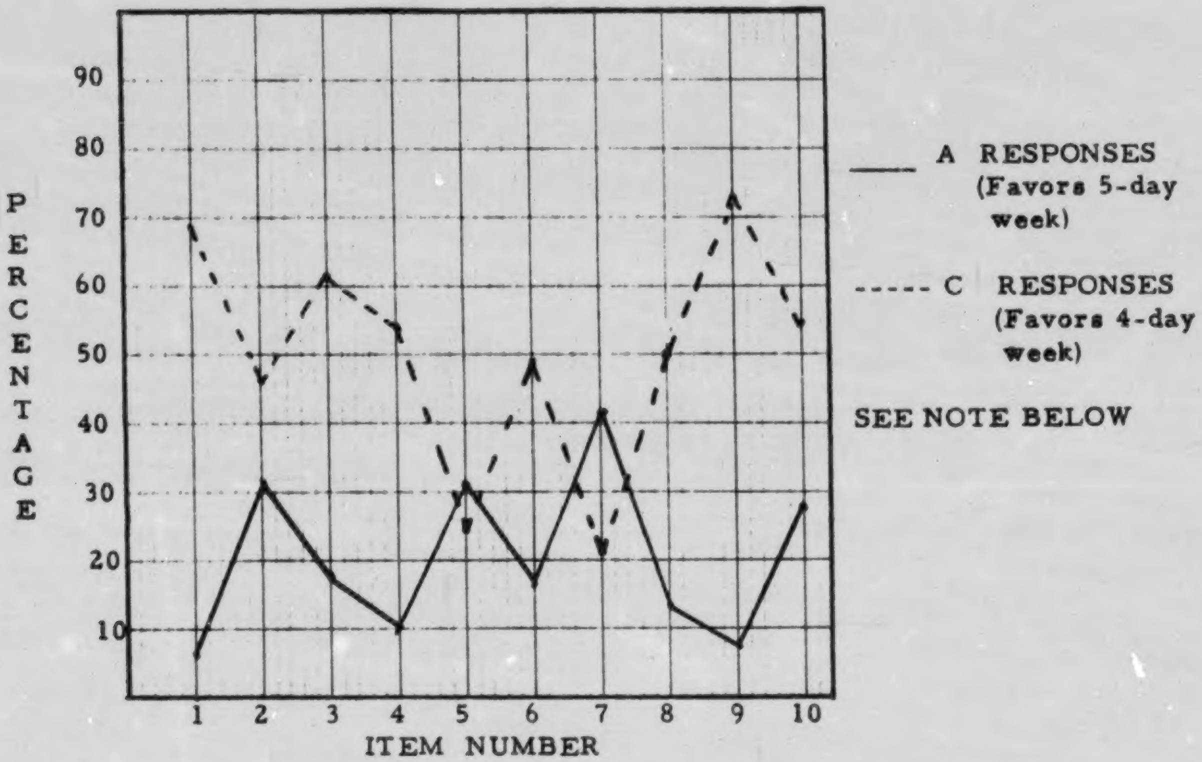
SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	40
A. Yes	3	7.5	
B Some	15	37.5	
C.. No	22	55.0	
2. Was able to attend campus functions	*****	*****	40
A. No	20	50.0	
B. Some	10	25.0	
C. Yes	10	25.0	
3. Was unable to take part in student activities	*****	*****	40
A Could not participate	15	37.5	
B. Some trouble	10	25.0	
C. No problem	15	37.5	
4. Instructors had trouble adapting material	*****	*****	41
A Yes	4	9.8	
B. Some	18	43.9	
C. No	19	46.3	
5 Classroom activities were	*****	*****	40
A. Better short period	17	42.5	
B. No difference	18	45.0	
C. Better longer period	5	12.5	
6. Had sufficient study time	*****	*****	41
A. No	13	31.7	
B. Some trouble	11	26.9	
C. Yes	17	41.4	
7. Class length preferred	*****	*****	41
A. 1 hour	19	46.3	
B. No difference	14	34.1	
C. 1 1/2 hours	8	19.5	
8. Able to work for money	*****	*****	41
A. Less	15	36.6	
B. No difference	20	48.8	
C More	6	14.6	
9. Had trouble contacting instructor/Counselor	****	*****	41
A. Yes	4	9.7	
B Some	15	36.6	
C. No	22	53.7	
10. I like best	*****	*****	41
A. 5-day	19	46.3	
B. No difference	7	17.1	
C. 4-day	15	36.6	

VIII

STUDENT EVALUATION STUDENTS THAT WORK

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 20. STUDENTS THAT WORK TOTAL TECHNICAL AND TRANSFER DIVISIONS, PERCENTAGE OF A AND C RESPONSES



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

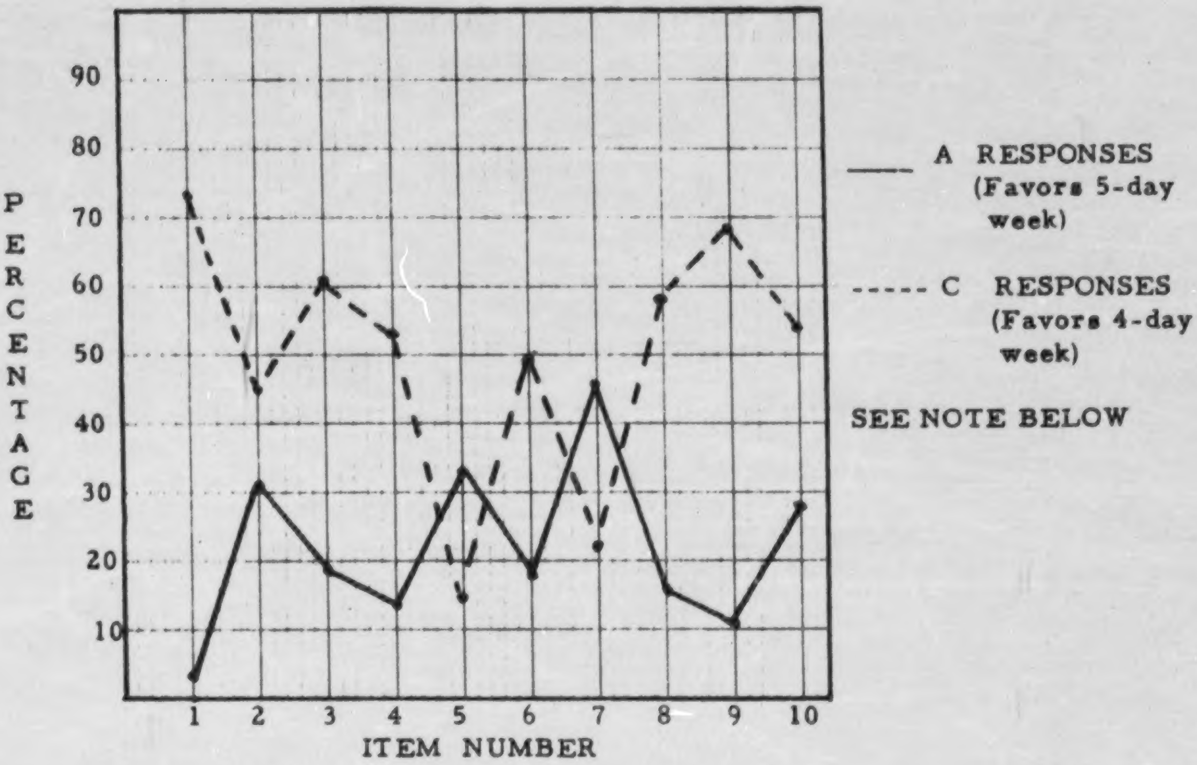
LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 24. STUDENTS THAT WORK TOTAL TECHNICAL AND TRANSFER DIVISIONS

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	248
A. Yes	16	6.5	
B Some	62	25.0	
C.. No	170	68.5	
2. Was able to attend campus functions	*****	*****	246
A. No	77	31.3	
B. Some	54	22.0	
C. Yes	115	46.7	
3. Was unable to take part in student activities	*****	*****	242
A Could not participate	43	17.8	
B. Some trouble	49	20.2	
C. No problem	150	62.0	
4. Instructors had trouble adapting material	*****	*****	247
A Yes	27	10.9	
B. Some	86	34.8	
C. No	134	54.3	
5 Classroom activities were	*****	*****	239
A. Better short period	76	31.8	
B. No difference	105	43.9	
C. Better longer period	58	24.3	
6. Had sufficient study time	*****	*****	246
A. No	42	17.1	
B. Some trouble	83	33.7	
C. Yes	121	49.2	
7. Class length preferred	*****	*****	246
A. 1 hour	102	41.5	
B. No difference	92	37.4	
C. . 1 1/2 hours	52	21.1	
8. Able to work for money	*****	*****	246
A. Less	34	13.8	
B. No difference	88	35.8	
C More	124	50.4	
9. Had trouble contacting instructor/Counselor	****	*****	244
A. Yes	18	7.4	
B Some	49	20.1	
C. No	177	72.5	
10. I like best	*****	*****	246
A. 5-day	68	27.6	
B. No difference	43	17.5	
C. 4-day	135	54.9	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 21 . Semester Hour Students That Work Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

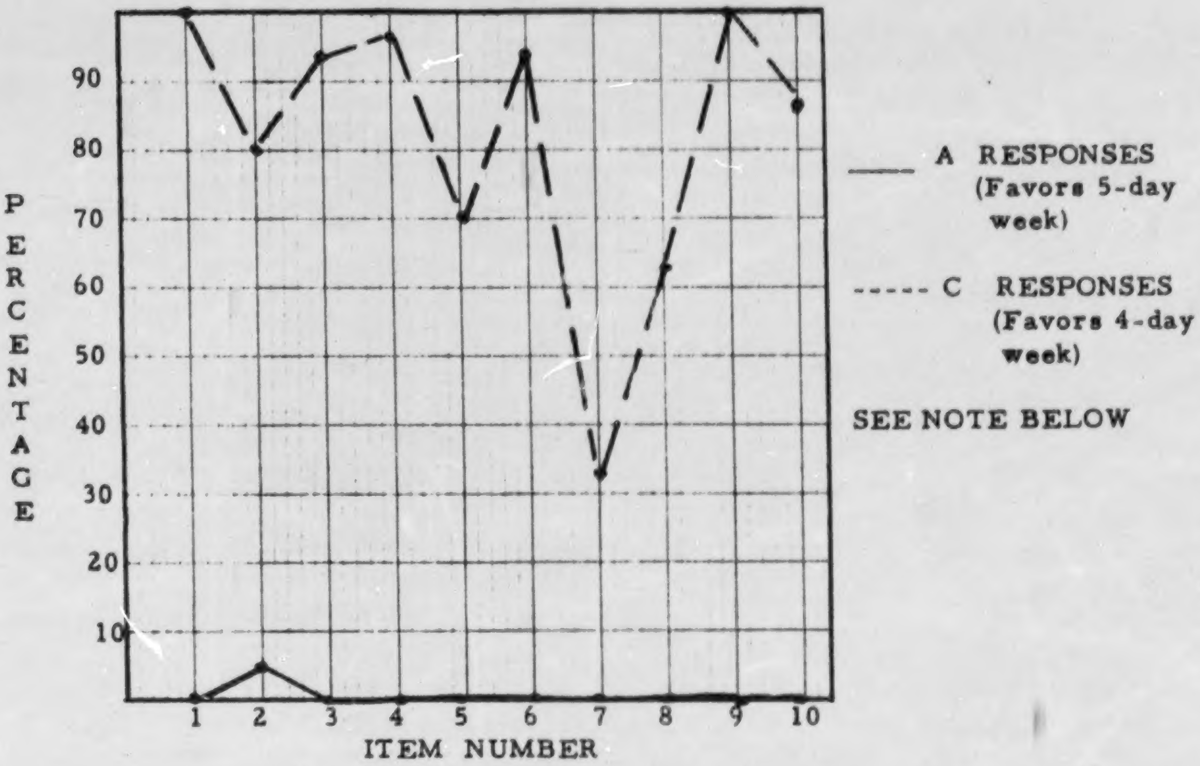
Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 25. SEMESTER HOUR STUDENTS THAT WORK (ITEM D) TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	102
A. Yes	4	3.9	
B Some	23	22.5	
C.. No	75	73.5	
2. Was able to attend campus functions	*****	*****	101
A. No	32	31.7	
B. Some	23	22.8	
C. Yes	46	45.5	
3. Was unable to take part in student activities	*****	*****	98
A Could not participate	19	19.4	
B. Some trouble	19	19.4	
C. No problem	60	61.2	
4. Instructors had trouble adapting material	*****	*****	102
A Yes	15	14.7	
B. Some	32	31.4	
C. No	55	53.9	
5 Classroom activities were	*****	*****	98
A. Better short period	33	33.7	
B. No difference	50	51.0	
C. Better longer period	15	15.3	
6. Had sufficient study time	*****	*****	100
A. No	18	18.0	
B. Some trouble	33	33.0	
C. Yes	49	49.0	
7. Class length preferred	*****	*****	100
A. 1 hour	46	46.0	
B. No difference	32	32.0	
C. 1 1/2 hours	22	22.0	
8. Able to work for money	*****	*****	102
A. Less	17	16.7	
B. No difference	25	24.5	
C More	60	58.8	
9. Had trouble contacting instructor/Counselor	****	*****	99
A. Yes	11	11.1	
B Some	20	20.2	
C. No	68	68.7	
10. I like best	*****	*****	101
A. 5-day	29	28.7	
B. No difference	17	16.8	
C. 4-day	55	54.5	

Fig. 22. Clock-hour Students That Work Technical Division, percentage of A and C responses.



SEE NOTE BELOW

ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

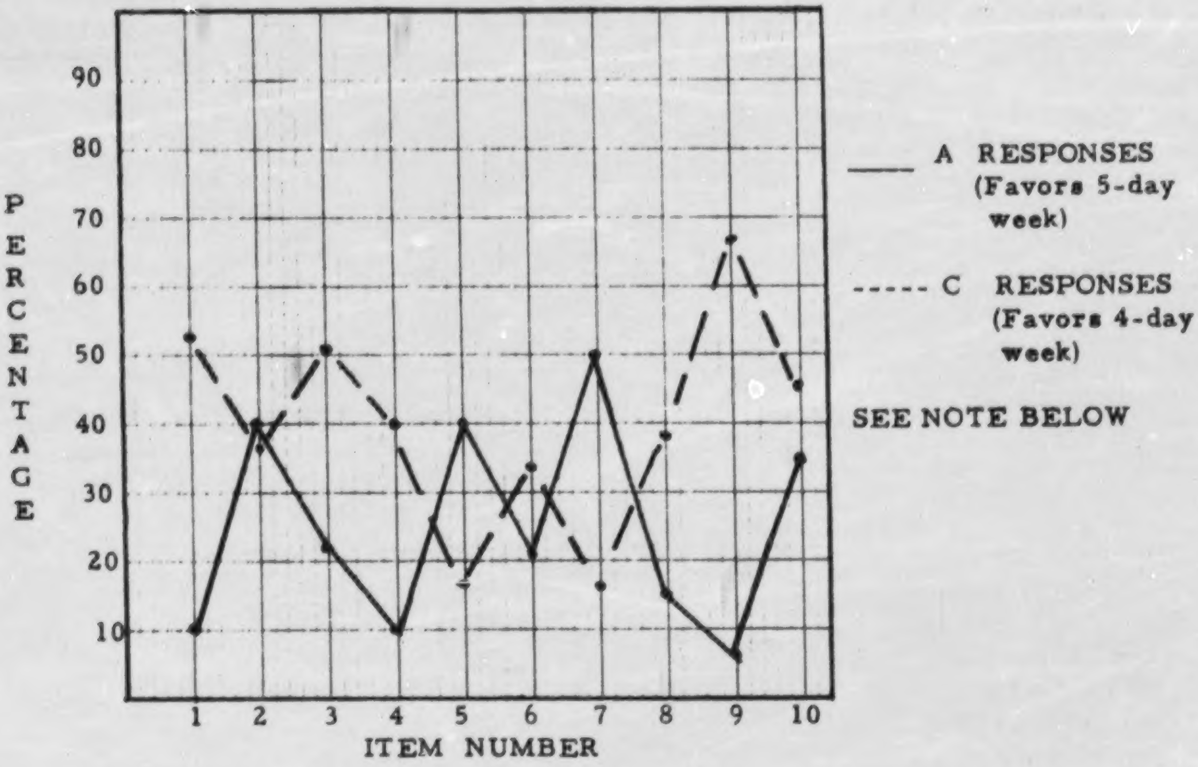
TABLE 26. CLOCK-HOUR STUDENTS THAT WORK (ITEM D) TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	36
A. Yes	0	0	
B Some	0	0	
C.. No	36	100	
2. Was able to attend campus functions	*****	*****	35
A. No	2	5.7	
B. Some	5	14.3	
C. Yes	28	80.0	
3. Was unable to take part in student activities	*****	*****	36
A Could not participate	0	0	
B. Some trouble	2	5.6	
C. No problem	34	94.4	
4. Instructors had trouble adapting material	*****	*****	36
A Yes	0	0	
B. Some	1	2.8	
C. No	35	97.2	
5 Classroom activities were	*****	*****	34
A. Better short period	0	0	
B. No difference	10	29.4	
C. Better longer period	24	70.6	
6. Had sufficient study time	*****	*****	36
A. No	0	0	
B. Some trouble	2	5.6	
C. Yes	34	94.4	
7. Class length preferred	*****	*****	36
A. 1 hour	0	0	
B. No difference	24	66.7	
C. 1 1/2 hours	12	33.3	
8. Able to work for money	*****	*****	36
A. Less	0	0	
B. No difference	13	36.1	
C More	23	63.9	
9. Had trouble contacting instructor/Counselor	****	*****	36
A. Yes	0	0	
B Some	0	0	
C. No	36	100	
10. I like best	*****	*****	35
A. 5-day	0	0	
B. No difference	4	11.4	
C. 4-day	31	88.6	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 23. Students That Work Transfer Division,

percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

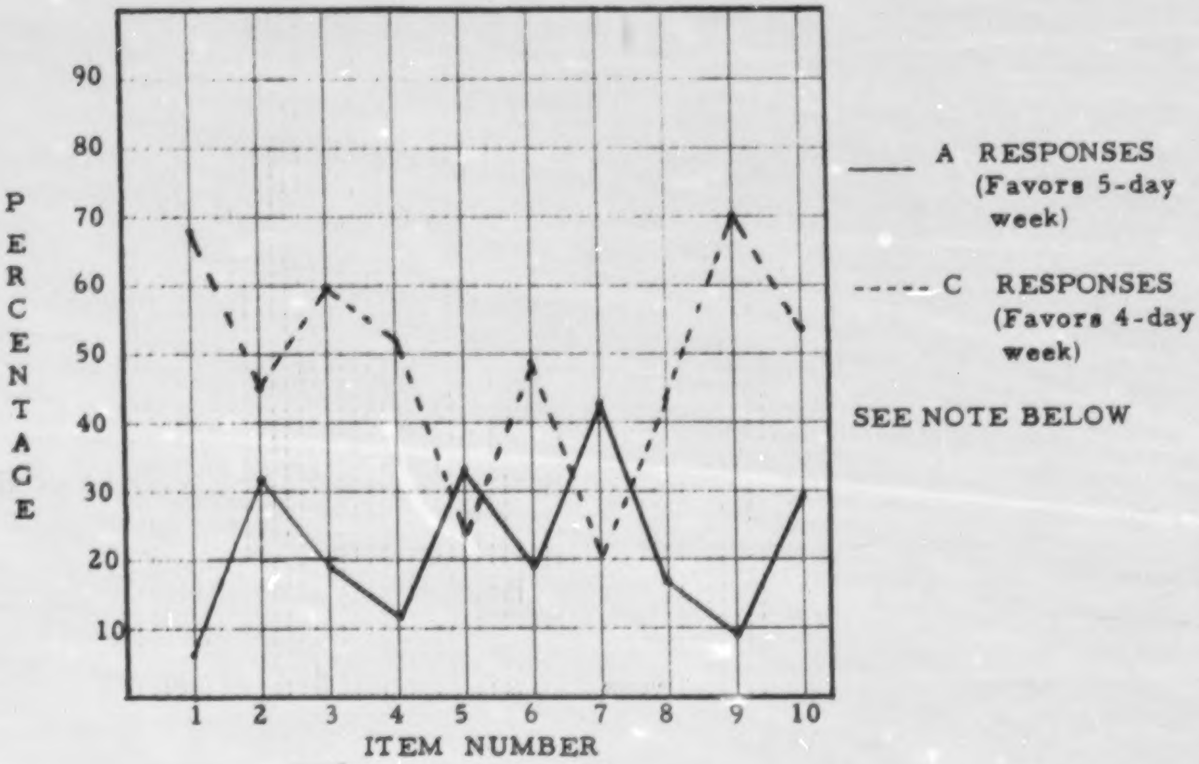
TABLE 27. STUDENTS THAT WORK (ITEM D) TRANSFER DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	110
A. Yes	12	10.9	
B Some	39	35.5	
C.. No	59	53.6	
2. Was able to attend campus functions	*****	*****	110
A. No	43	39.1	
B. Some	26	23.6	
C. Yes	41	37.3	
3. Was unable to take part in student activities	*****	*****	108
A Could not participate	24	22.2	
B. Some trouble	28	25.9	
C. No problem	56	51.9	
4. Instructors had trouble adapting material	*****	*****	109
A Yes	12	11.0	
B. Some	53	48.6	
C. No	44	40.4	
5 Classroom activities were	*****	*****	107
A. Better short period	43	40.1	
B. No difference	45	42.1	
C. Better longer period	19	17.8	
6. Had sufficient study time	*****	*****	110
A. No	24	21.8	
B. Some trouble	48	43.6	
C. Yes	38	34.5	
7. Class length preferred	*****	*****	110
A. 1 hour	56	50.9	
B. No difference	36	32.7	
C. 1 1/2 hours	18	16.4	
8. Able to work for money	*****	*****	108
A. Less	17	15.7	
B. No difference	50	46.3	
C More	41	38.0	
9 Had trouble contacting instructor/Counselor	****	*****	109
A. Yes	7	6.4	
B Some	29	26.6	
C. No	73	67.0	
10. I like best	*****	*****	110
A. 5-day	39	35.5	
B. No difference	22	20.0	
C. 4-day	49	44.5	

IX

STUDENT EVALUATION WORK PLUS WORK-STUDY

Fig. 24. WORK AND WORK STUDY STUDENTS TOTAL TECHNICAL AND TRANSFER DIVISIONS, PERCENTAGE OF A AND C RESPONSES



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

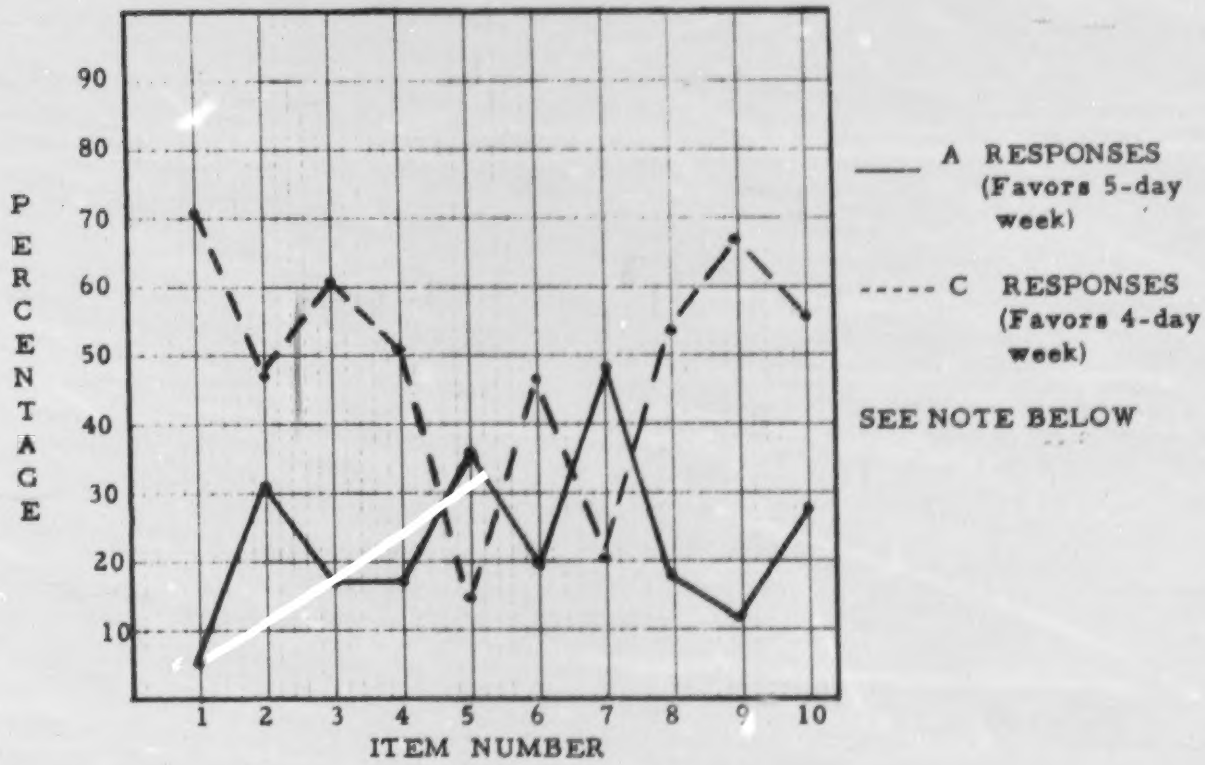
LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 28.
WORK AND WORK STUDY STUDENTS TOTAL TECHNICAL AND TRANSFER DIVISIONS

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	316
A. Yes	20	6.3	
B Some	83	26.3	
C.. No	213	67.4	
2. Was able to attend campus functions	*****	*****	313
A. No	102	32.6	
B. Some	70	22.4	
C. Yes	141	45.0	
3. Was unable to take part in student activities	*****	*****	309
A Could not participate	59	19.1	
B. Some trouble	65	21.0	
C. No problem	185	59.9	
4. Instructors had trouble adapting material	*****	*****	316
A Yes	38	12.0	
B. Some	111	35.1	
C. No	167	52.9	
5 Classroom activities were	*****	*****	306
A. Better short period	102	33.3	
B. No difference	131	42.8	
C. Better longer period	79	23.9	
6. Had sufficient study time	*****	*****	314
A. No	59	18.8	
B. Some trouble	102	32.5	
C. Yes	153	48.7	
7. Class length preferred	*****	*****	313
A. 1 hour	133	42.5	
B. No difference	114	36.4	
C. 1 1/2 hours	66	21.1	
8. Able to work for money	*****	*****	313
A. Less	53	16.9	
B. No difference	123	39.3	
C More	137	43.8	
9. Had trouble contacting instructor/Counselor	****	*****	312
A. Yes	27	8.1	
B Some	66	21.1	
C. No	219	70.2	
10. I like best	*****	*****	313
A. 5-day	93	29.7	
B. No difference	51	16.3	
C. 4-day	169	54.0	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 25. Semester Hour Students That Work Plus Work-study Students Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

TABLE29. STUDENT EVALUATION OF FOUR-DAY WEEK

SEMESTER HOUR STUDENTS THAT WORK PLUS WORK-STUDY STUDENTS (ITEMS C AND D)

TECHNICAL DIVISION

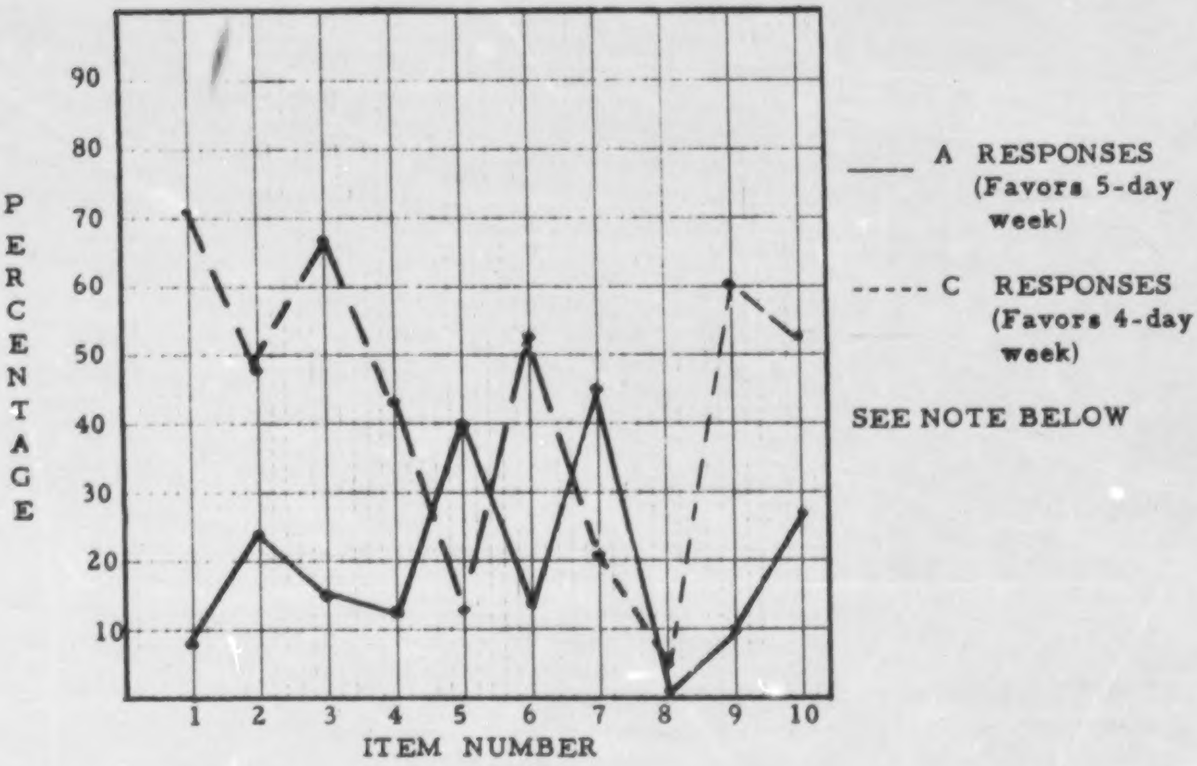
SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	128
A. Yes	7	5.5	
B Some	30	23.4	
C. No	91	71.1	
2. Was able to attend campus functions	*****	*****	127
A. No	40	31.5	
B. Some	27	21.2	
C. Yes	60	47.2	
3. Was unable to take part in student activities	*****	*****	123
A Could not participate	22	17.9	
B. Some trouble	25	20.3	
C. No problem	76	61.8	
4. Instructors had trouble adapting material	*****	*****	128
A Yes	22	17.2	
B. Some	40	31.3	
C. No	66	51.5	
5 Classroom activities were	*****	*****	124
A. Better short period	45	36.3	
B. No difference	60	48.4	
C. Better longer period	19	15.3	
6. Had sufficient study time	*****	*****	126
A. No	24	19.0	
B. Some trouble	44	34.9	
C. Yes	58	46.0	
7. Class length preferred	*****	*****	125
A. 1 hour	60	48.0	
B. No difference	39	31.2	
C. 1 1/2 hours	26	20.8	
8. Able to work for money	*****	*****	127
A. Less	23	18.1	
B. No difference	35	27.6	
C More	69	54.3	
9. Had trouble contacting instructor/Counselor	****	*****	125
A. Yes	16	12.8	
B Some	25	20.0	
C. No	84	67.2	
10. I like best	*****	*****	126
A. 5-day	36	28.6	
B. No difference	19	15.1	
C. 4-day	71	56.3	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 26.

Semester Hour Students That Neither Work Nor Are On Work-study Programs

Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

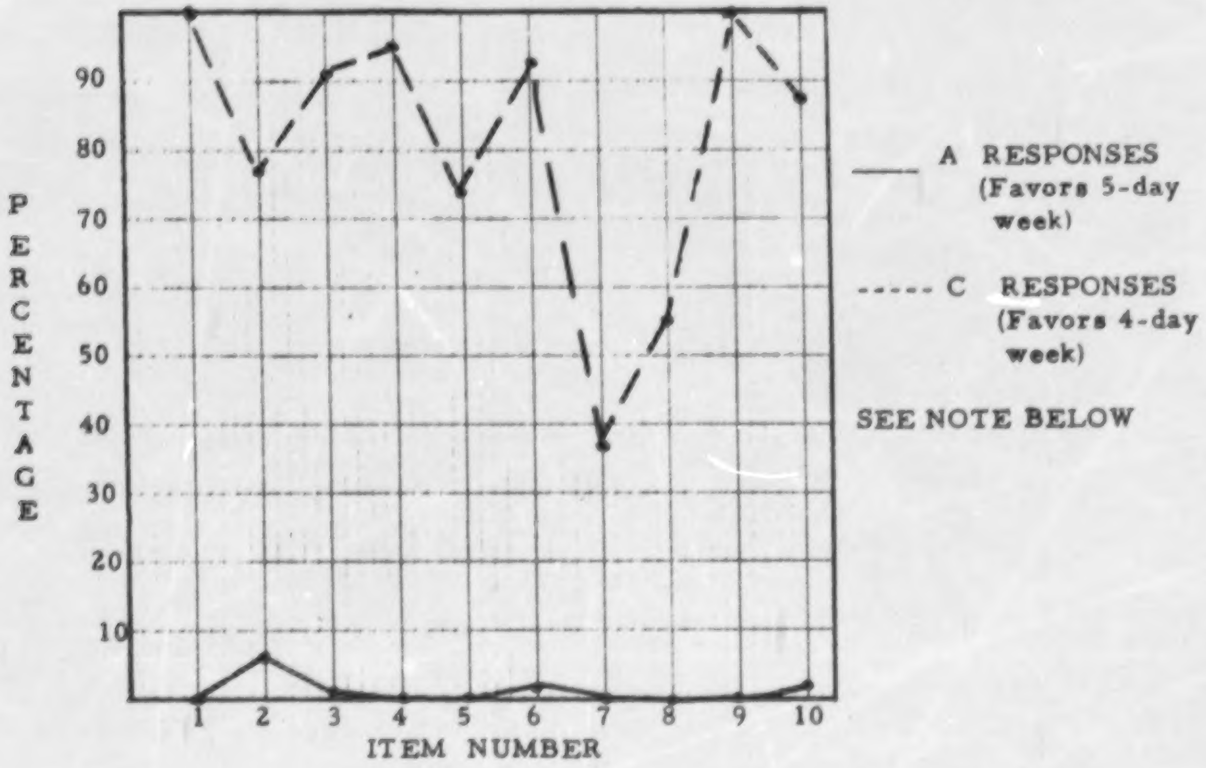
TABLE 30.
SEMESTER HOUR STUDENTS THAT NEITHER WORK NOR ARE ON WORK-STUDY PROGRAMS

TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	131
A. Yes	11	8.4	
B Some	27	20.6	
C. No	93	71.0	
2. Was able to attend campus functions	*****	*****	129
A. No	32	24.8	
B. Some	35	27.1	
C. Yes	62	48.1	
3. Was unable to take part in student activities	*****	*****	129
A Could not participate	20	15.5	
B. Some trouble	22	17.1	
C. No problem	87	67.4	
4. Instructors had trouble adapting material	*****	*****	129
A Yes	17	13.1	
B. Some	56	43.4	
C. No	56	43.4	
5 Classroom activities were	*****	*****	130
A. Better short period	52	40.0	
B. No difference	61	46.9	
C. Better longer period	17	13.1	
6. Had sufficient study time	*****	*****	130
A. No	19	14.6	
B. Some trouble	42	32.3	
C. Yes	69	53 1	
7. Class length preferred	*****	*****	131
A. 1 hour	60	45.8	
B. No difference	43	32.8	
C. 1 1/2 hours	28	21.4	
8. Able to work for money	*****	*****	128
A. Less	2	1.6	
B. No difference	119	92.9	
C More	7	5.5	
9. Had trouble contacting instructor/Counselor	****	*****	129
A. Yes	14	10.8	
B Some	37	28.7	
C. No	78	60.5	
10. I like best	*****	*****	130
A. 5-day	36	27.7	
B. No difference	25	19.2	
C. 4-day	69	53.1	

Fig. 27. Clock-hour Students That Work Plus Work-study Programs

Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

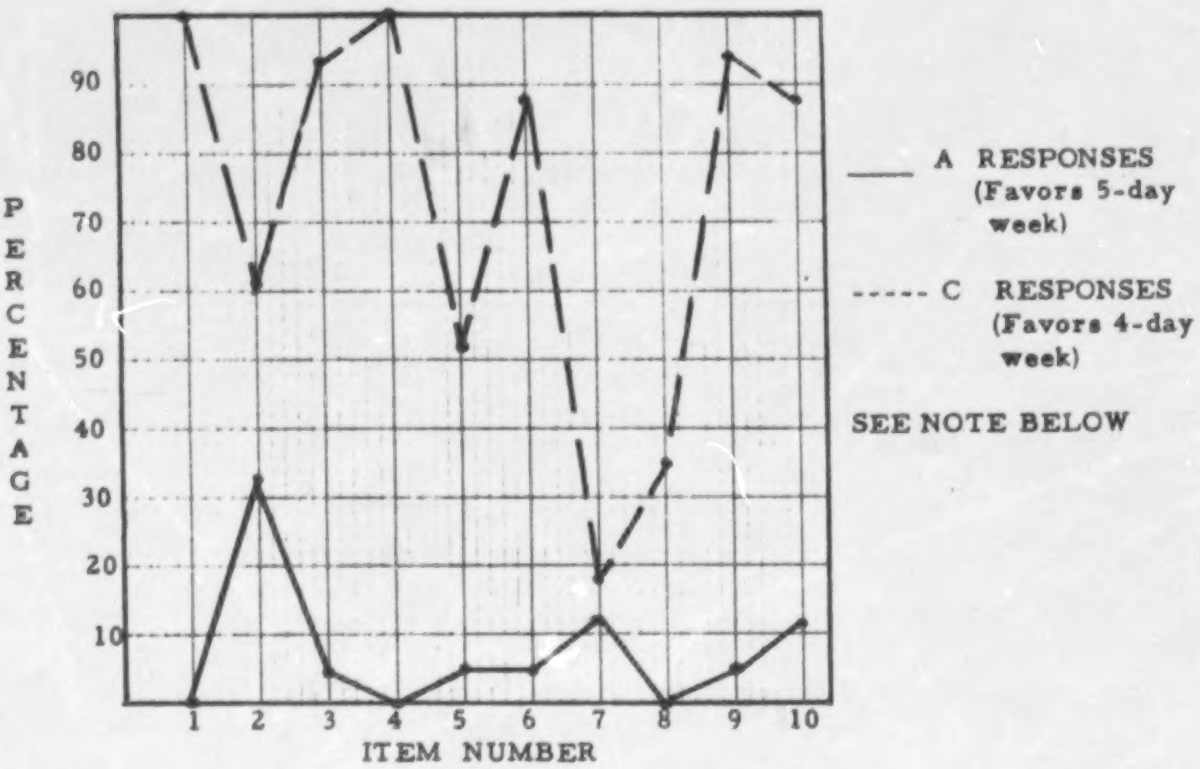
TABLE 31.
CLOCK-HOUR STUDENTS THAT WORK PLUS WORK-STUDY PROGRAMS (ITEMS C AND D)

TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	45
A. Yes	0	0	
B Some	0	0	
C.. No	45	100	
2. Was able to attend campus functions	*****	*****	44
A. No	3	6.8	
B. Some	7	15.9	
C. Yes	34	77.3	
3. Was unable to take part in student activities	*****	*****	45
A Could not participate	1	2.2	
B. Some trouble	3	6.7	
C. No problem	41	91.1	
4. Instructors had trouble adapting material	*****	*****	45
A Yes	0	0	
B. Some	2	4.4	
C. No	43	95.6	
5 Classroom activities were	*****	*****	43
A. Better short period	0	0	
B. No difference	11	25.6	
C. Better longer period	32	74.4	
6. Had sufficient study time	*****	*****	45
A. No	1	2.2	
B. Some trouble	2	4.4	
C. Yes	42	93.4	
7. Class length preferred	*****	*****	45
A. 1 hour	0	0	
B. No difference	28	62.2	
C. 1 1/2 hours	17	37.8	
8. Able to work for money	*****	*****	45
A. Less	0	0	
B. No difference	20	44.4	
C More	25	55.6	
9. Had trouble contacting instructor/Counselor	****	*****	45
A. Yes	0	0	
B Some	0	0	
C. No	45	100	
10. I like best	*****	*****	44
A. 5-day	1	2.3	
B. No difference	4	9.1	
C. 4-day	39	88.6	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 28. Clock-hour Students that Neither Work Nor Are On Work-study Programs Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 32.
CLOCK-HOUR STUDENTS THAT NEITHER WORK NOR ARE ON WORK-STUDY PROGRAMS

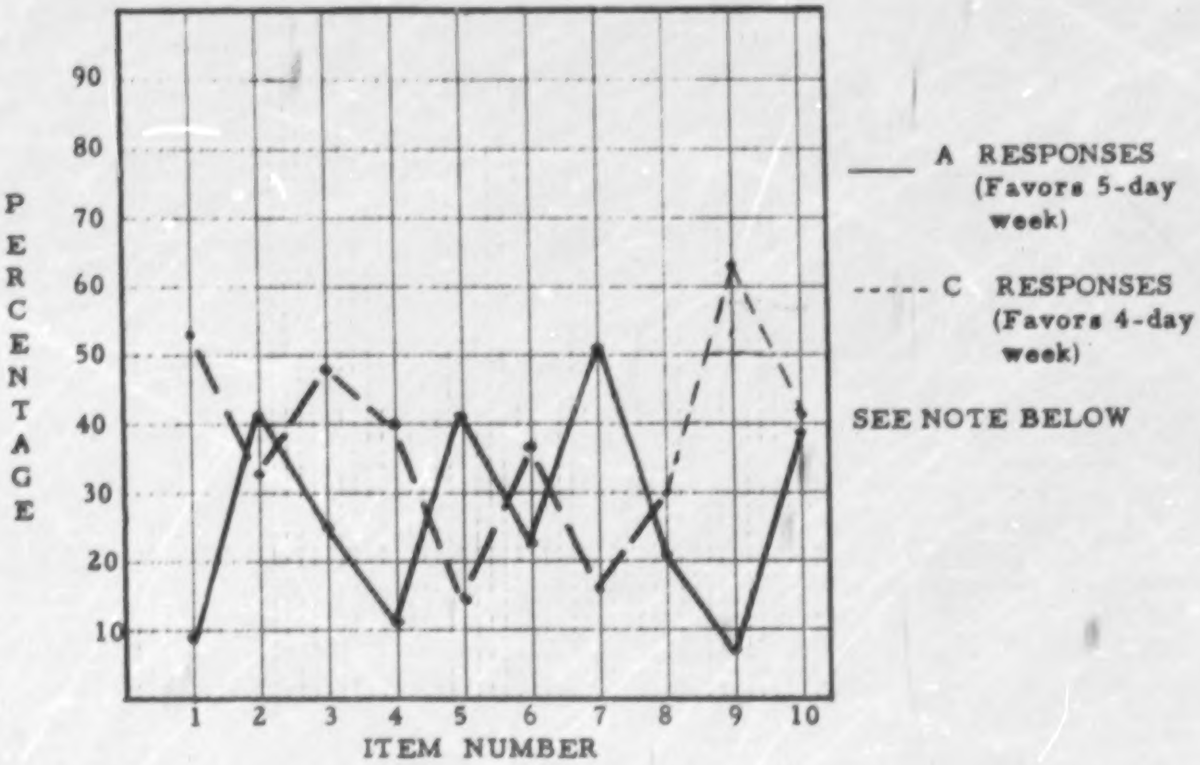
TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	18
A. Yes	0	0	
B Some	0	0	
C.. No	18	100	
2. Was able to attend campus functions	*****	*****	18
A. No	6	33.3	
B. Some	1	5.6	
C. Yes	11	61.1	
3. Was unable to take part in student activities	*****	*****	18
A Could not participate	1	5.6	
B. Some trouble	0	0	
C. No problem	17	94.4	
4. Instructors had trouble adapting material	*****	*****	18
A Yes	0	0	
B. Some	0	0	
C. No	18	100	
5 Classroom activities were	*****	*****	17
A. Better short period	1	5.9	
B. No difference	7	41.2	
C. Better longer period	9	52.9	
6. Had sufficient study time	*****	*****	18
A. No	1	5.6	
B. Some trouble	1	5.6	
C. Yes	16	88.8	
7. Class length preferred	*****	*****	16
A. 1 hour	2	12.5	
B. No difference	11	68.8	
C. 1 1/2 hours	3	18.7	
8. Able to work for money	*****	*****	17
A. Less	0	0	
B. No difference	11	64.8	
C More	6	35.2	
9. Had trouble contacting instructor/Counselor	****	*****	18
A. Yes	1	5.6	
B Some	0	0	
C. No	17	94.4	
10. I like best	*****	*****	18
A. 5-day	2	11.1	
B. No difference	0	0	
C. 4-day	16	88.9	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 29. Students that Work Plus Work-study Students Transfer Division,

percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

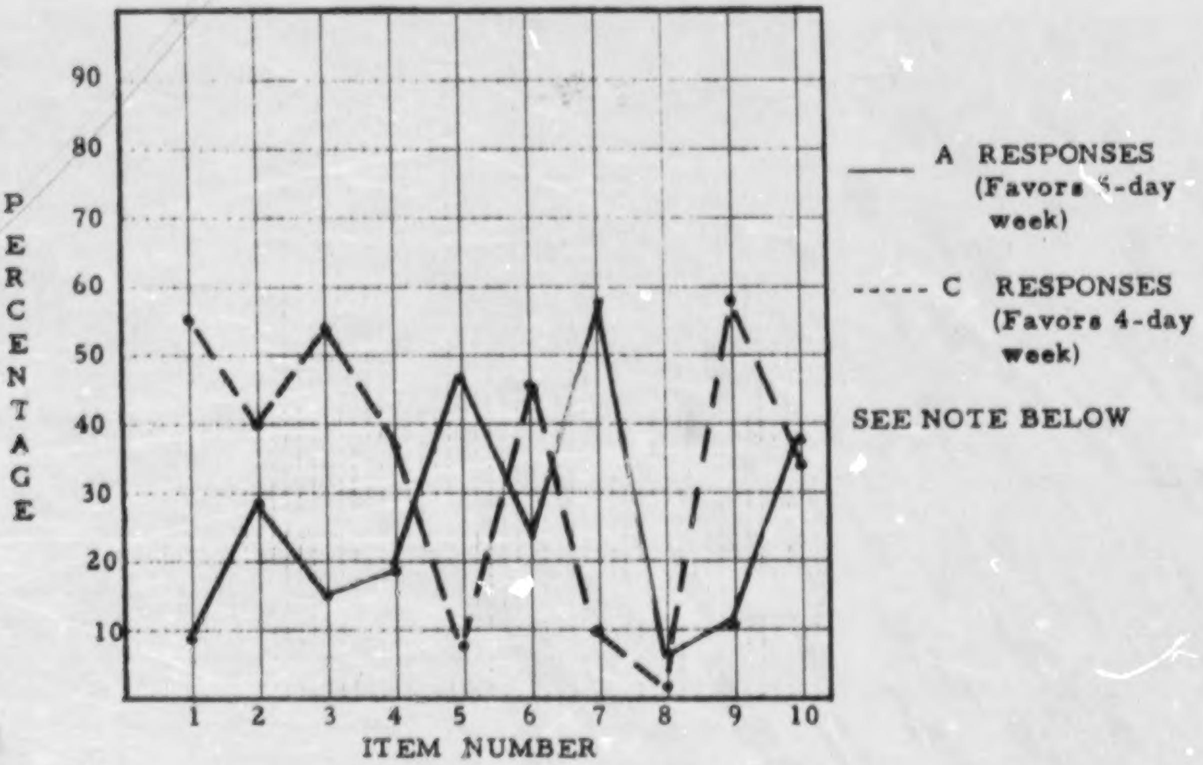
TABLE 33.
STUDENTS THAT WORK PLUS WORK-STUDY STUDENTS (ITEMS C AND D)

TRANSFER DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	143
A. Yes	13	9.1	
B Some	53	37.1	
C.. No	77	53.8	
2. Was able to attend campus functions	*****	*****	142
A. No	59	41.5	
B. Some	36	25.4	
C. Yes	47	33.1	
3. Was unable to take part in student activities	*****	*****	141
A Could not participate	36	25.5	
B. Some trouble	37	26.3	
C. No problem	68	48.2	
4. Instructors had trouble adapting material	*****	*****	143
A Yes	16	11.2	
B. Some	69	48.3	
C. No	58	40.5	
5 Classroom activities were	*****	*****	139
A. Better short period	57	41.0	
B. No difference	60	43.2	
C. Better longer period	22	15.8	
6. Had sufficient study time	*****	*****	143
A. No	34	23.8	
B. Some trouble	56	39.2	
C. Yes	53	37.0	
7. Class length preferred	*****	*****	143
A. 1 hour	73	51.0	
B. No difference	47	32.9	
C. 1 1/2 hours	23	16.1	
8. Able to work for money	*****	*****	141
A. Less	30	21.3	
B. No difference	68	48.2	
C More	43	30.5	
9. Had trouble contacting instructor/Counselor	****	*****	142
A. Yes	11	7.7	
B Some	41	28.9	
C. No	90	63.4	
10. I like best	*****	*****	143
A. 5-day	56	39.2	
B. No difference	28	19.6	
C. 4-day	59	41.2	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 30. Students That Neither Work Nor Are On Work-study Programs, Transfer Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 34. STUDENTS THAT NEITHER WORK NOR ARE ON WORK-STUDY PROGRAMS

TRANSFER DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	94
A. Yes	9	9.6	
B Some	33	35.1	
C.. No	52	55.3	
2. Was able to attend campus functions	*****	*****	92
A. No	27	29.3	
B. Some	28	30.5	
C. Yes	37	40.2	
3. Was unable to take part in student activities	*****	*****	92
A Could not participate	14	15.2	
B. Some trouble	28	30.4	
C. No problem	50	54.4	
4. Instructors had trouble adapting material	*****	*****	93
A Yes	18	19.4	
B. Some	40	43.0	
C. No	35	37.6	
5 Classroom activities were	*****	*****	92
A. Better short period	44	47.8	
B. No difference	40	43.5	
C. Better longer period	8	8.7	
6. Had sufficient study time	*****	*****	94
A. No	23	24.5	
B. Some trouble	28	29.8	
C. Yes	43	45.7	
7. Class length preferred	*****	*****	93
A. 1 hour	54	58.1	
B. No difference	29	31.2	
C. 1 1/2 hours	10	10.7	
8. Able to work for money	*****	*****	92
A. Less	6	6.5	
B. No difference	84	91.3	
C More	2	2.2	
9. Had trouble contacting instructor/Counselor	*****	*****	93
A. Yes	11	11.8	
B Some	28	30.1	
C. No	54	58.1	
10. I like best	*****	*****	94
A. 5-day	36	38.3	
B. No difference	26	27.7	
C. 4-day	32	34.0	

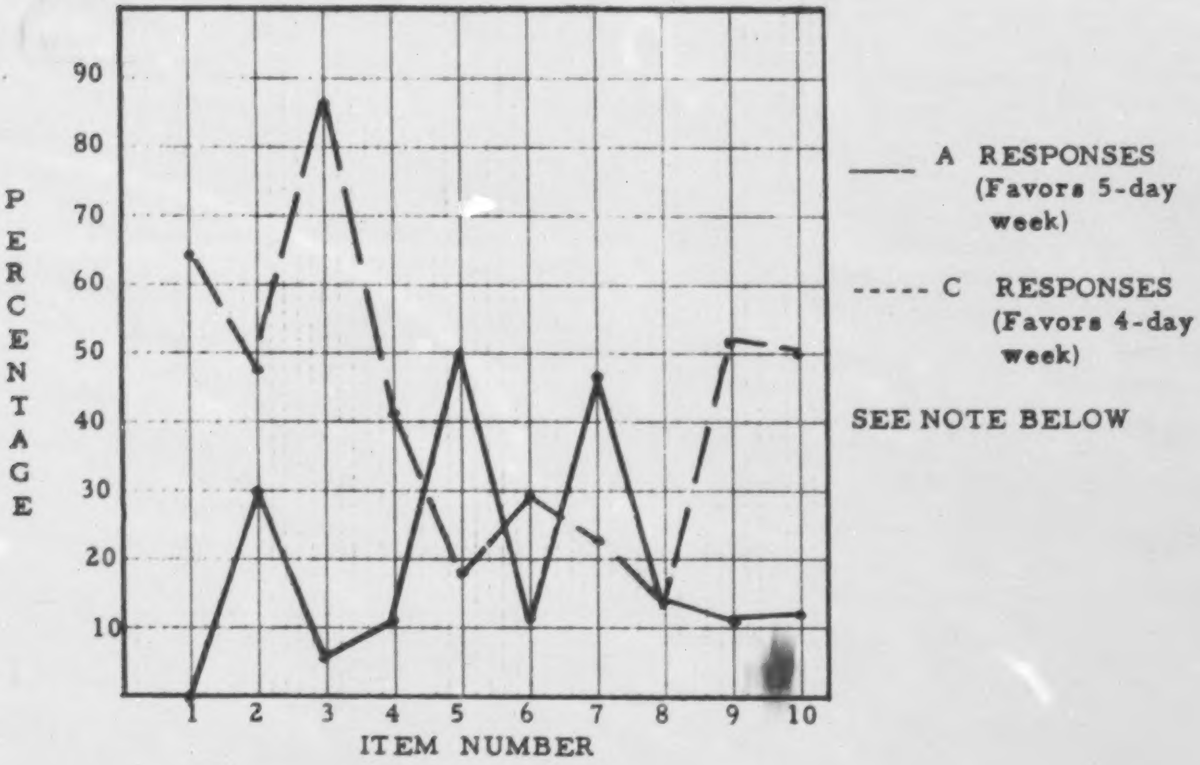
X

STUDENT EVALUATION RESPONSES BY GRADE-POINT AVERAGE

SEMESTER-HOUR TECHNICAL

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 31. No Grade Point Average Reported Semester Hour Programs Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 35. NO GRADE POINT AVERAGE REPORTED SEMESTER HOUR PROGRAMS
TECHNICAL DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	17
A. Yes	0	0.0	
B Some	6	35.3	
C.. No	11	64.7	
2. Was able to attend campus functions	*****	*****	17
A. No	5	29.4	
B. Some	4	23.5	
C. Yes	8	47.1	
3. Was unable to take part in student activities	*****	*****	15
A Could not participate	1	6.7	
B. Some trouble	1	6.7	
C. No problem	13	86.6	
4. Instructors had trouble adapting material	*****	*****	17
A Yes	2	11.8	
B. Some	8	47.1	
C. No	7	41.1	
5 Classroom activities were	*****	*****	16
A. Better short period	8	50.0	
B. No difference	5	31.3	
C. Better longer period	3	18.7	
6. Had sufficient study time	*****	*****	17
A. No	2	11.8	
B. Some trouble	10	58.8	
C. Yes	5	29.4	
7. Class length preferred	*****	*****	17
A. 1 hour	8	47.1	
B. No difference	5	29.4	
C. 1 1/2 hours	4	235	
8. Able to work for money	*****	*****	14
A. Less	2	14.3	
B. No difference	10	71.4	
C More	2	14.3	
9. Had trouble contacting instructor/Counselor	****	*****	17
A. Yes	2	11.8	
B Some	6	35.3	
C. No	9	52.9	
10. I like best	*****	*****	16
A. 5-day	2	12.5	
B. No difference	6	37.5	
C. 4-day	8	50.0	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

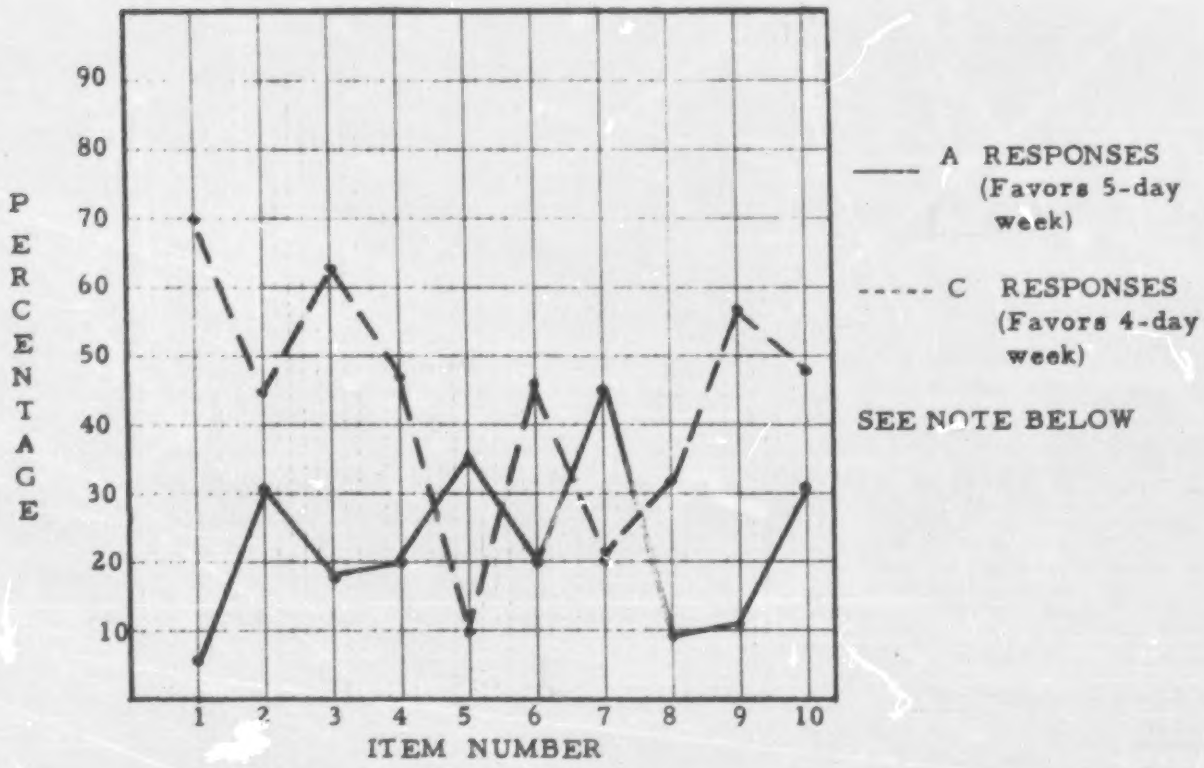
TABLE 36.
GRADE POINT AVERAGE 1.9 AND UNDER SEMESTER HOUR PROGRAMS TECHNICAL DIVISION

SURVEY ITEM	RESPONSES No.	 %	 Total No.
1. Had trouble scheduling courses	*****	*****	4
A. Yes	0	0.0	
B Some	0	0.0	
C.. No	4	100.0	
2. Was able to attend campus functions	*****	*****	4
A. No	0	0.0	
B. Some	1	25.0	
C. Yes	3	75.0	
3. Was unable to take part in student activities	*****	*****	4
A Could not participate	0	0.0	
B. Some trouble	0	0.0	
C. No problem	4	100.0	
4. Instructors had trouble adapting material	*****	*****	4
A Yes	0	0.0	
B. Some	1	25.0	
C. No	3	75.0	
5 Classroom activities were	*****	*****	4
A. Better short period	1	25.0	
B. No difference	0	0.0	
C. Better longer period	3	75.0	
6. Had sufficient study time	*****	*****	4
A. No	0	0.0	
B. Some trouble	0	0.0	
C. Yes	4	75.0	
7. Class length preferred	*****	*****	4
A. 1 hour	1	25.0	
B. No difference	2	50.0	
C. 1 1/2 hours	1	25.0	
8. Able to work for money	*****	*****	4
A. Less	0	0.0	
B. No difference	3	75.0	
C More	1	25.0	
9. Had trouble contacting instructor/Counselor	****	*****	4
A. Yes	0	0.0	
B Some	1	25.0	
C. No	3	75.0	
10. I like best	*****	*****	4
A. 5-day	1	25.0	
B. No difference	0	0.0	
C. 4-day	3	75.0	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

Fig. 32. Grade Point Average 2.0 - 2.9 Semester Hour Programs

Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

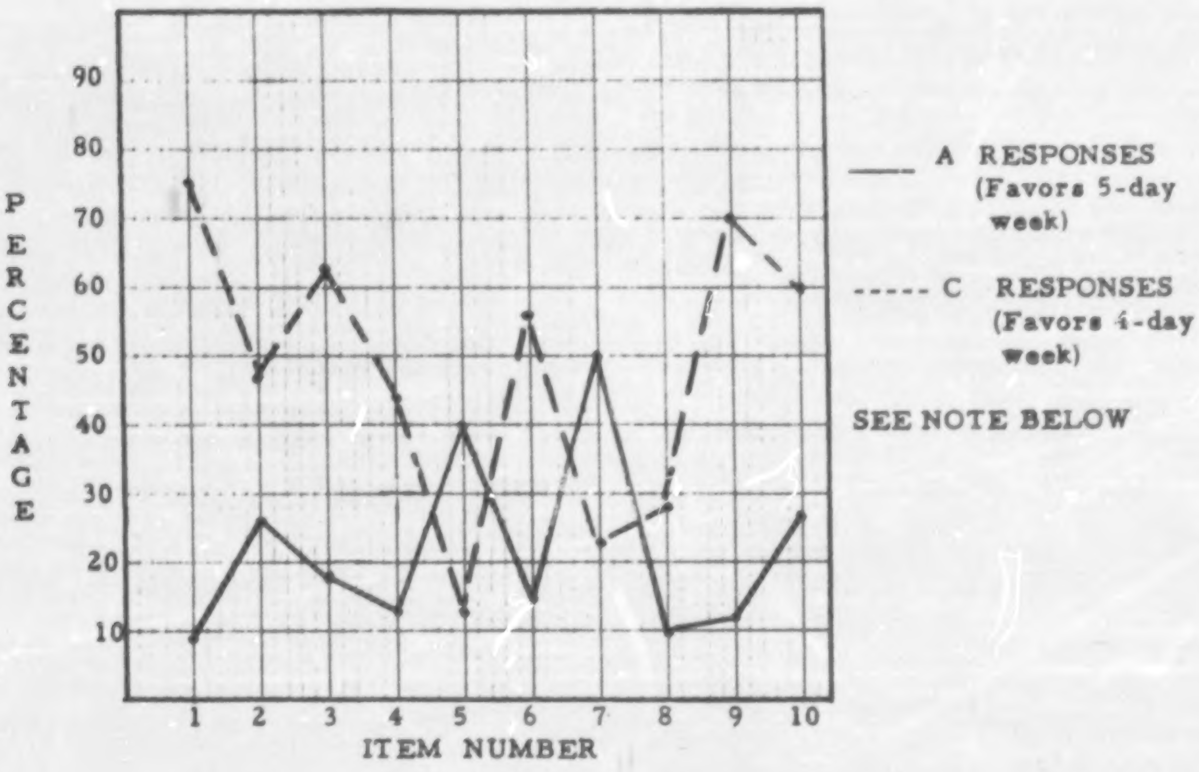
Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 37.
GRADE POINT AVERAGE 2.0 - 2.9 SEMESTER HOUR PROGRAMS TECHNICAL DIVISION

SURVEY ITEM	RESPONSES No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	118
A. Yes	7	5.9	
B Some	29	24.6	
C.. No	82	69.5	
2. Was able to attend campus functions	*****	*****	120
A. No	38	31.7	
B. Some	27	22.5	
C. Yes	55	45.8	
3. Was unable to take part in student activities	*****	*****	120
A Could not participate	22	18.3	
B. Some trouble	22	18.3	
C. No problem	76	63.3	
4. Instructors had trouble adapting material	*****	*****	120
A Yes	25	20.8	
B. Some	38	31.7	
C. No	57	47.5	
5 Classroom activities were	*****	*****	120
A. Better short period	43	35.9	
B. No difference	64	53.3	
C. Better longer period	13	10.8	
6. Had sufficient study time	*****	*****	120
A. No	25	20.8	
B. Some trouble	40	33.3	
C. Yes	55	45.8	
7. Class length preferred	*****	*****	120
A. 1 hour	55	45.8	
B. No difference	40	33.3	
C. 1 1/2 hours	25	20.8	
8. Able to work for money	*****	*****	120
A. Less	11	9.2	
B. No difference	70	58.3	
C More	39	32.5	
9. Had trouble contacting instructor/Counselor	****	*****	118
A. Yes	13	11.0	
B Some	37	31.4	
C. No	68	57.6	
10. I like best	*****	*****	119
A. 5-day	37	31.1	
B. No difference	24	20.2	
C. 4-day	58	48.7	

Fig. 33. Grade Point Average 3.0 And Up Semester Hour Programs Technical Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 38.
GRADE POINT AVERAGE 3.0 AND UP SEMESTER HOUR PROGRAMS TECHNICAL DIVISION

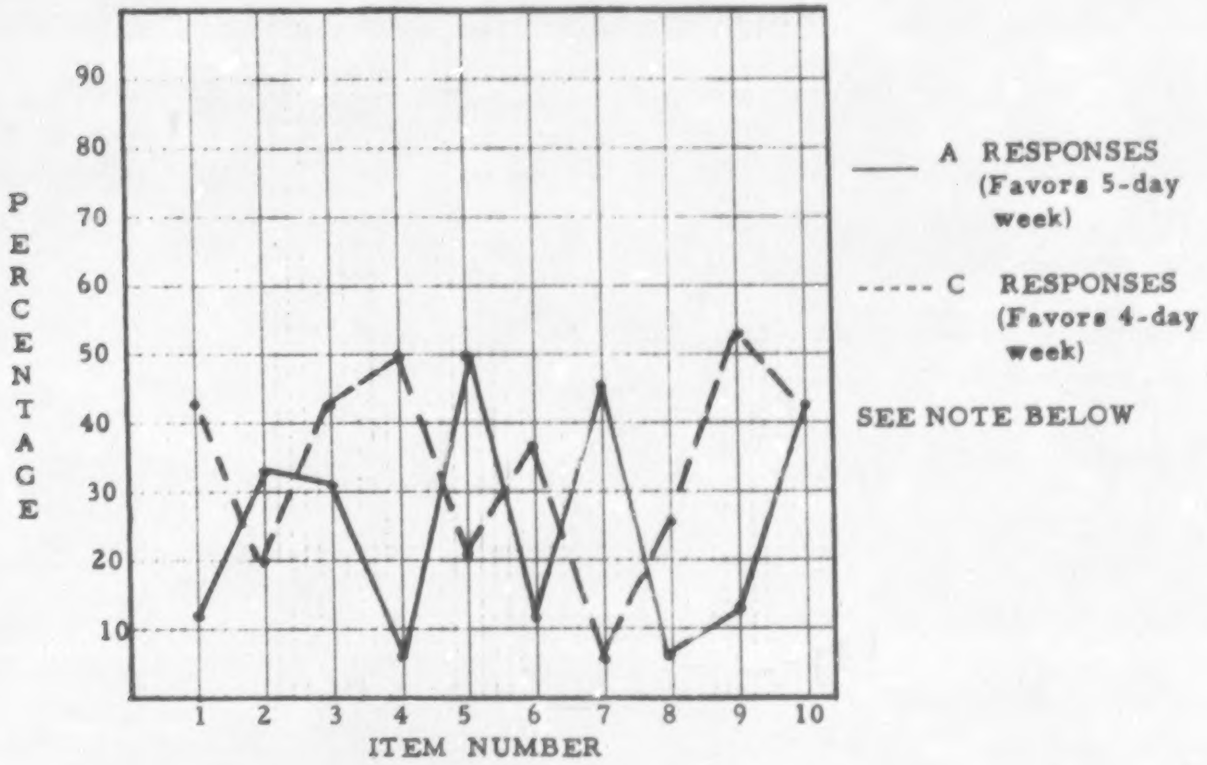
SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	108
A. Yes	10	9.3	
B Some	17	15.7	
C.. No	81	75.0	
2. Was able to attend campus functions	*****	*****	108
A. No	29	26.9	
B. Some	28	25.9	
C. Yes	51	47.2	
3. Was unable to take part in student activities	*****	*****	107
A Could not participate	20	18.7	
B. Some trouble	19	17.8	
C. No problem	68	63.5	
4. Instructors had trouble adapting material	*****	*****	107
A Yes	14	13.1	
B. Some	45	42.1	
C. No	48	44.8	
5 Classroom activities were	*****	*****	107
A. Better short period	42	39.2	
B. No difference	51	47.7	
C. Better longer period	14	13.1	
6. Had sufficient study time	*****	*****	107
A. No	17	15.9	
B. Some trouble	30	28.0	
C. Yes	60	56.1	
7. Class length preferred	*****	*****	108
A. 1 hour	55	50.9	
B. No difference	28	25.9	
C. 1 1/2 hours	25	23.1	
8. Able to work for money	*****	*****	105
A. Less	11	10.5	
B. No difference	64	60.9	
C More	30	28.6	
9. Had trouble contacting instructor/Counselor	****	*****	107
A. Yes	13	12.1	
B Some	19	17.8	
C. No	75	70.1	
10. I like best	*****	*****	107
A. 5-day	29	27.1	
B. No difference	14	13.1	
C. 4-day	64	59.8	

XI

STUDENT EVALUATION RESPONSES BY GRADE-POINT AVERAGES

TRANSFER DIVISION

Fig. 34 . No Grade Point Average Reported Transfer Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 39. NO GRADE POINT AVERAGE REPORTED TRANSFER DIVISION

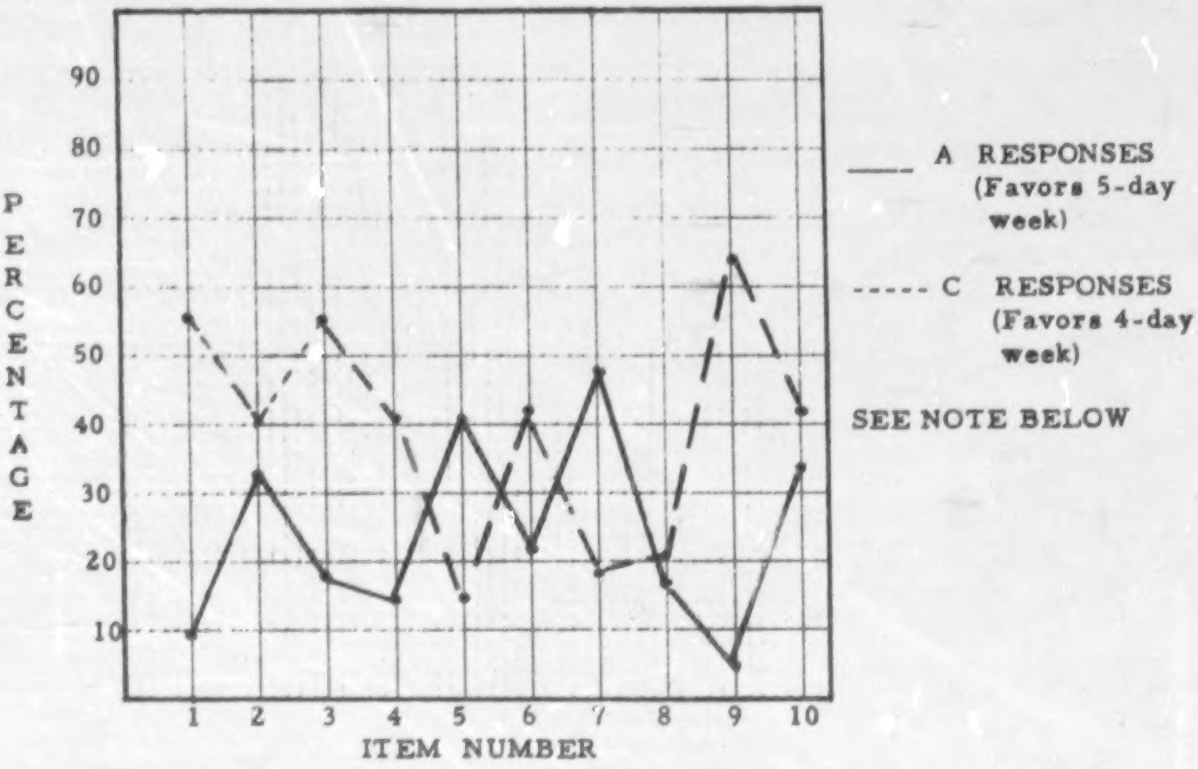
SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	16
A. Yes	2	12.4	
B Some	7	43.8	
C.. No	7	43.8	
2. Was able to attend campus functions	*****	*****	15
A. No	5	33.3	
B. Some	7	46.7	
C. Yes	3	20.0	
3. Was unable to take part in student activities	*****	*****	16
A Could not participate	5	31.2	
B. Some trouble	4	25.0	
C. No problem	7	43.8	
4. Instructors had trouble adapting material	*****	*****	16
A Yes	1	6.2	
B. Some	7	43.8	
C. No	8	50.0	
5 Classroom activities were	*****	*****	14
A. Better short period	7	50.0	
B. No difference	4	28.6	
C. Better longer period	3	21.4	
6. Had sufficient study time	*****	*****	16
A. No	2	12.4	
B. Some trouble	8	50.0	
C. Yes	6	37.5	
7. Class length preferred	*****	*****	15
A. 1 hour	7	46.7	
B. No difference	7	46.7	
C. 1 1/2 hours	1	6.6	
8. Able to work for money	*****	*****	15
A. Less	1	66	
B. No difference	10	66.7	
C More	4	267	
9. Had trouble contacting instructor/Counselor	****	*****	15
A. Yes	2	13.3	
B Some	5	33.3	
C. No	8	53.3	
10. I like best	*****	*****	16
A. 5-day	7	43.8	
B. No difference	2	12.4	
C. 4-day	7	43.8	

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 40. GRADE POINT AVERAGE 1.9 AND UNDER TRANSFER DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	4
A. Yes	0	0.0	
B Some	0	0.0	
C.. No	4	100.0	
2. Was able to attend campus functions	*****	*****	4
A. No	1	25.0	
B. Some	0	0.0	
C. Yes	3	75.0	
3. Was unable to take part in student activities	*****	*****	4
A Could not participate	0	0.0	
B. Some trouble	0	0.0	
C. No problem	4	100.0	
4. Instructors had trouble adapting material	*****	*****	4
A Yes	0	0.0	
B. Some	3	75.0	
C. No	1	25.0	
5 Classroom activities were	*****	*****	4
A. Better short period	2	50.0	
B. No difference	2	50.0	
C. Better longer period	0	0.0	
6. Had sufficient study time	*****	*****	4
A. No	1	25.0	
B. Some trouble	3	75.0	
C. Yes	0	0.0	
7. Class length preferred	*****	*****	4
A. 1 hour	2	50.0	
B. No difference	2	50.0	
C. 1 1/2 hours	0	0.0	
8. Able to work for money	*****	*****	4
A. Less	0	0.0	
B. No difference	3	75.0	
C More	1	25.0	
9. Had trouble contacting instructor/Counselor	****	*****	4
A. Yes	1	25.0	
B Some	1	25.0	
C. No	2	50.0	
10. I like best	*****	*****	4
A. 5-day	2	50.0	
B. No difference	1	25.0	
C. 4-day	1	25.0	

Fig. 35. Grade Point Average 2.0 - 2.9 Transfer Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

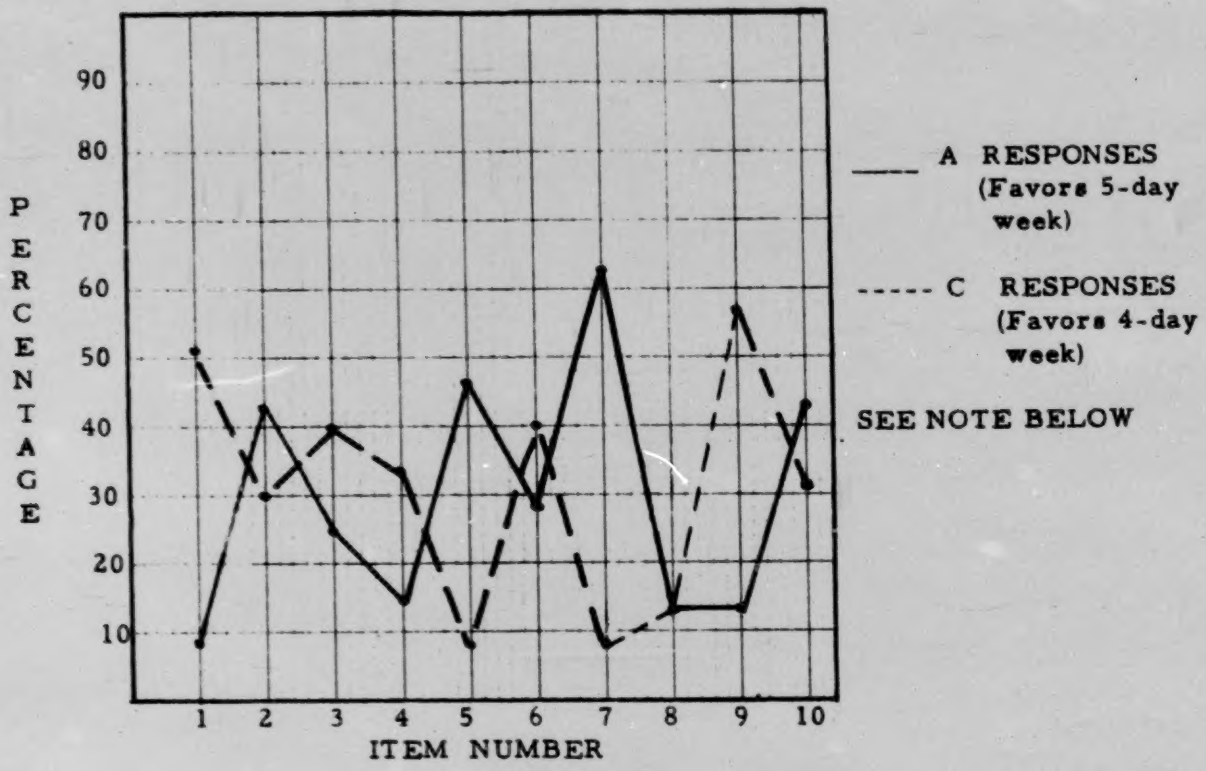
Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 41. GRADE POINT AVERAGE 2.0 - 2.9 TRANSFER DIVISION

SURVEY ITEM	RESPONSES No.	RESPONSES %	RESPONSES Total No.
1. Had trouble scheduling courses	*****	*****	132
A. Yes	13	9.8	
B Some	45	34.1	
C.. No	74	56.1	
2. Was able to attend campus functions	*****	*****	130
A. No	43	33.1	
B. Some	34	26.2	
C. Yes	53	40.7	
3. Was unable to take part in student activities	*****	*****	130
A Could not participate	24	18.5	
B. Some trouble	32	24.6	
C. No problem	74	56.9	
4. Instructors had trouble adapting material	*****	*****	132
A Yes	20	15.2	
B. Some	57	43.2	
C. No	55	41.6	
5 Classroom activities were	*****	*****	129
A. Better short period	53	41.1	
B. No difference	56	43.4	
C. Better longer period	20	15.5	
6. Had sufficient study time	*****	*****	132
A. No	30	22.7	
B. Some trouble	46	34.9	
C. Yes	56	424	
7. Class length preferred	*****	*****	132
A. 1 hour	64	48.5	
B. No difference	43	32.6	
C. 1 1/2 hours	25	18.9	
8. Able to work for money	*****	*****	131
A. Less	23	17.6	
B. No difference	80	61.1	
C More	28	21.3	
9. Had trouble contacting instructor/Counselor	****	*****	131
A. Yes	7	5.3	
B Some	39	29.8	
C. No	85	64.9	
10. I like best	*****	*****	132
A. 5-day	46	34.9	
B. No difference	30	22.7	
C. 4-day	56	42.4	

Fig. 36. Grade Point Average 3.0 And Up Transfer Division, percentage of A and C responses.



ITEM NUMBER KEY

1. Had trouble scheduling courses: A. Yes C. No
2. Was able to attend campus functions: A. No C. Yes
3. Was unable to take part in student activities: A. Could not participate C. No problem
4. Instructors had trouble adapting material: A Yes C. No
5. Classroom activities were: A. Better short period C. Better longer period
6. Had sufficient study time: A. No C. Yes
7. Class length preferred: A. 1 hour C. 1 1/2 hours
8. Able to work for money: A. Less C. More
9. Had trouble contacting instructor/counselor: A. Yes C. No
10. I like best: A. 5-day C. 4-day

Note: The A response always favors the 5-day week or is critical of the 4-day week. B response is always the in-between response and is not plotted here. The C response always favors the 4-day week.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 42. GRADE POINT AVERAGE 3.0 AND UP TRANSFER DIVISION

SURVEY ITEM	RESPONSES		
	No.	%	Total No.
1. Had trouble scheduling courses	*****	*****	85
A. Yes	7	8.2	
B Some	34	40.0	
C. . No	44	51.8	
2. Was able to attend campus functions	*****	*****	85
A. No	37	43.5	
B. Some	23	27.1	
C. Yes	25	29.4	
3. Was unable to take part in student activities	*****	*****	83
A Could not participate	21	25.3	
B. Some trouble	29	34.9	
C. No problem	33	39.8	
4. Instructors had trouble adapting material	*****	*****	85
A Yes	13	15.3	
B. Some	43	50.6	
C. No	29	34.1	
5 Classroom activities were	*****	*****	84
A. Better short period	39	46.5	
B. No difference	38	45.2	
C. Better longer period	7	8.3	
6. Had sufficient study time	*****	*****	85
A. No	24	28.2	
B. Some trouble	27	31.8	
C. Yes	34	40.0	
7. Class length preferred	*****	*****	85
A. 1 hour	54	63.6	
B. No difference	24	28.2	
C. 1 1/2 hours	7	8.2	
8. Able to work for money	*****	*****	83
A. Less	12	14.4	
B. No difference	59	71.1	
C More	12	14.5	
9. Had trouble contacting instructor/Counselor	****	*****	85
A. Yes	12	14.1	
B Some	24	28.2	
C. No	49	57.7	
10. I like best	*****	*****	85
A. 5-day	37	43.5	
B. No difference	21	24.7	
C. 4-day	27	31.8	

XII

STUDENT EVALUATION MISCELLANEOUS

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 43. ITEM 11, CLOCK-HOUR PROGRAMS TECHNICAL DIVISION

11. Assume clock-hour students remained on a four-day week and semester-hour students returned to a five-day week, would this cause any special problem for you? If "yes" mark A and explain on the back of this sheet:

	NUMBER	%	
A. yes, serious problems	0	0	
B. not much difference for me	6	11.76	
C. no problem	45	88.23	
Total number of responses			51

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

TABLE 44. STUDENTS THAT WORK FULL-TIME ON FRIDAY, NUMBER AND DISTRIBUTION BY GRADE-POINT AVERAGE (GPA)

DIVISION	G. P. A.	NUMBER	% OF SCHOOL TOTAL
Technical			
Semester-hour	not reported	3	1.56
	1.9 and lower	0	
	2.0 - 2.9	33	17.19
	3.0 and up	33	17.19
Clock-hour total		40	20.83
Technical total		109	56.77
Transfer			
	not reported	8	4.17
	1.9 and lower	1	.52
	2.0 - 2.9	49	25.52
	3.0 and up	25	13.02
Transfer total		83	43.23
School total		192	100.00

Note: The school total of 192 is 35 per cent of the total sample.

LAKE CITY COMMUNITY COLLEGE
STUDENT EVALUATION OF FOUR-DAY WEEK

STUDENT COMMENTS

yes, this has been a problem for me; because I can't get here on Friday. No way to get here! (Cosmetology, Tuesday to Friday schedule)

I prefer the five day week, because we can get more hours in and finish sooner.

The longer the day is that much more work gets done.

No comments!

Why don't you OPEN THE PARKING LOT!? you built it when you don't need it--so open it.

This survey is stupid due to the fact that anything that students say is regarded as irrelevant and doesn't matter anyway.

When the students are regarded as people who have some rational judgement, and not as high school freshman, then these questionnaires can be useful and not just a useful waste of paper.

I miss the school functions and things like that because I live a long way away. I like the 4-day week. I get more other things done on the extra day off.

I enjoy camping, hiking, fishing, etc., that is one of the reasons I'm in the Forestry Program, because of the out-of-doors. This gives me more time to get outside.

---

1. Arranging work-study hours.

Special problem: The 4-day week takes more of my time and I am unable to work a part-time job at night on the week days because of the longer days. It is very hard to find a job where you can work from 6 to 9 p.m. and still have time to study.

Less gas for 4-day week!

Any trouble I have encountered is due to the newness of the 4-day week and could be corrected without much trouble.

I didn't enjoy having long weekends with no access to school facilities that I needed for study. I did like the longer classes because you weren't as pushed to get your materials in working order and you had time to work and get a sufficient amount accomplished while had your mind on it.

Although the four-day week plan is an advantage for some students, it is not so for others. Friday might be a great day for an added week-end vacation and it might meet some of the students requirements for getting the school kinks out of their bones. But, it is no "picnic" for the rest of us. The longer hours do not make classes easier on you. On the contrary, it makes it harder. Time is spent more in classes and less in the Library, where students have the chance to study. LRC has reported that there has been less students in the library this semester than there have been last semester. This brings the study rate an all time drastic low. I am not kicking your 4-day week plan, but would you please go "bug"someone else?

Many of my friends must stay an extra semester to take one or two courses that were either dropped because of the 4-day week or the individual could not fit them into their schedule because of the four-day week.

I wouldn't mind the four-day week if I had more time on my hands.
--Thank you.

In the fall term of '74 I will be carrying an increased load of 19 hours in the science and math field. I feel that a four-day week will be extremely detrimental to my grades.

Some teachers do not prepare enough to cover a lengthy class within the four-day week. Student attentiveness, I feel, has dropped.

Only problem is a 4-hour drafting and surveying course one day a week --should be two 2-hour sessions.

It seems to me that the 1½-hour class is better for me because I get warmed up and can get a better picture of the lesson---more understanding. Also, more time to study.

I like the 4-day week. I hope that LCCC does not go back on the 5-day week.

I sure spend a lot of time in class each day.

The schedule is much tougher for the forestry student. (Carries a heavier load) Instructors had allow extra time to enable us to prepare ourselves for labs and lunch.

It's very tough to sit through "3" one and one-half hour classes every morning from 8:30 to 12:50 and get the full benefits from class lectures.

Lack of student activity.

The labs are hard to attend when the schedules are packed. The activities on campus, or the activities during the day I usually miss. The 4-day week contributes to more night classes; therefore it would be hard to hold a job at night.

The 3-day weekends, I like; and I presume the school saves fuel.

One bad point about the four-day week is that a very light load of semester hours seems like a very heavy load. Last semester I was taking 20 semester hours and this semester I can only manage 14.

Well, obviously, the four-day week is going to be tough for those people like me who have to carry 19 or more hours. I do admit that the person who commutes or lives in the dorm and lives close to home, going home every weekend excluding the fact that some of them have to carry more than 16 hours find it pleasing since they have an extra day for leisure. But even with a person who carries 16 hours or so finds it rough because that is a lot of material to cram into your head in just 4 days, especially for the people who are in general courses because everything is different and can get to be nerve-racking with too much on your mind. I can almost bet my worth, that the grade point average from last semester will surpass this semester's average by at lease 1/3 of a letter grade and even more.

I have heard some professors come up with ideas why you should continue the four-day week that were quite stable on their point of view but I have heard others talk of "damn" good stable reasons why it should not be continued for the good of the students, which it is really for, isn't it?

I've had trouble, because I've had a lot more work to do in a lot less study time at home. (I have less time to study, because I get home two to three hours later this semester, because of 4-day week.) Also, when I needed to see my advisor or my instructor I couldn't, because I have class almost all day and when I did have time they had a class or they ere gone. (During their office hours I had class most of the time.) Very few times would I get to talk to them.

I feel the 4-day week is academically unsound because it forces a student to cram his studies.

The 4-day week has left me less time to study, fewer (no) breaks between classes and I'm so tired on Friday that I sleep all day. I feel the 4-day week is hard on students and teachers.

Class length is not the issue. Four days with class crammed together is!

I voted for the 4-day week in fall of 1973. After experiencing it, I vote strongly against such a plan in an educational institution.

Reasons:

(1) Extracurricula activities provided at LCCC for students (dorm & commuter) were few enough in the fall. In the spring with the 4-day week these activites are practically non-existent!! (Excluding sporting events)

(2) Library hours have been shortened--at the cost of the students who use the facility. If the energy shortage becomes so bad that a 4-day week is absolutely necessary, let's find something constructive and/or entertaining to do with the three days off. Don't let recreational or entertainment activities disappear as they have at LCCC.

Due to the 40day week, the time blocks that my classes are in made it impossible for me to continue my previous job. I had to find another job and take a considerable pay cut. If I had been just a regular student, full time, I really wouldn't have minded the 4-day week. But due to working full time and being married with a son, the 4-day week caused considerable problems. For the overall student, I would say the four-day week is fine.

I think the four-day week is great!

I think that since I'll be going to Florida next year that this could cause me some trouble in adjusting back to a 5-day week. Also, I think that if the school is saving a lot of money running for four days that the savings should be passed on to the student's tuition costs.

I like the 4-day week because I have found me a job on Friday--which assists me with my education. Let's keep the 4-day week!

I am taking business courses, which require the use of the machines outside of class. I have to work 15 hours weekly. After class and 15 hours of work, I had only an hour or so a day left and there were classes in the Business Building using the machines. On the weekend, I could do nothing because I have no typewriter and no calculator. This caused much distress. Also, after spending 8-10 hours at school, I was exhausted. It would be better to have 5 days to spread out the work, classes, and lab-time.

I have really enjoyed having Friday off, but I would much rather attend school five days. The classes are so long, that when I do get out, I can hardly make it through the next class. Also, I miss the activity period a lot.

I enjoy the extra day off but the classes are just too long and since I had to schedule 3 classes in a row on Tuesday and Thursday. I'm very tired at the end of the day.

I like the four-day week better than the five-day. The four-day week gives you a longer week end.

Can't answer truthfully about being able to attend the campus functions, because there hasn't been much function and what little really wasn't to my taste.

The four-day week is lousy in that I don't have enough time for everything. Typing, office procedures, and office machines require outside work if you are planning on passing the course. These can only be done in the business building, where there are typewriters, calculators, etc. And this building is locked on weekends. During the 4-day week, classes and trying to keep Mrs. Turner caught up with her papers, (Work Study) takes up my time. I, also think it was a pretty cheap trick saying we voted for it when the student body didn't.

The nature of my classes this semester adapt well to the four-day week, as they are largely literature related courses. However, it does put a hamper on theatre as some people who would otherwise be involved must work during rehersal periods.

Classes such as P.E. and Art are the only ones I find the longer period advantageous.

Trying to get 19 course hours and 11 work study hours into 4 days is a lot of trouble.

My only trouble was that I have taken too many hours (18) for a 4-day week and because of it have less study and work time. But I love having a 3-day weekend!!

In my opinion, some of the more important disadvantages of the 4-day week is that the hour and a half class is harmful to the instructional value of certain courses.

The four-day week caused a great decrease in my interest in school. In the four school days there was too much to do and not enough time to do it.

I didn't attend Lake City Community College this fall semester, but was enrolled elsewhere. The school I attended was on a five-day week; however, I can't seem to notice any difference in my grades whether on four-day or five-day schedule.

The only thing I have against it is the teachers don't seem to be able to fill the extra class time with work or etc. profitable to us!

I have a hard time scheduling my tutoring hours and I had only one way to schedule my classes, which included a night class. (I don't care for night classes.)

Because of working full time, the 4-day week helped me get my studying in.

---

yes instructors had trouble adapting instructional materials and lectures to longer class periods, except with Dr. Wisley.

I have no car, otherwise, I would drive to Atlanta every week-end.

LAKE CITY COMMUNITY COLLEGE

STUDENT EVALUATION OF THE EXPERIMENTAL FOUR-DAY WEEK

Form I

Instructions: Please write or circle the desired responses in the space provided on the right margin.

A. Which division are you enrolled in? Transfer or Technical? A. __________

B. What is your major or program? AA degree students with no specific major, use, "General Course". Students not working toward a degree or certificate write, "Unclassified". B. __________

C. If you are in a college work-study program, write "work-study" in the blank. C. __________

D. If you have a job you work at for money other than college work-study, full or part time, write "work" in the blank. D. __________

E. Do you work for money full time on Friday now? Write "yes" or "no" in the blank. E. __________

F. What is your best estimate of your cumulative grade-point average at the end of the fall semester? Use numbers, for example: 2.1, 2.7, 3.0, etc. F. __________

- -

1. I was unable to schedule courses I needed or have had to drop courses essentially because of the four-day week: (A)yes, unworkable; (B)some trouble; (C)no problem. 1. A B C

2. Have you been able to attend the campus functions you wished to attend this term? (A)no, very few; (B)some; (C)yes. 2. A B C

3. Due to the four-day week I have been unable to take part in student activities that require extended periods of time, for example, student government, plays, club activities, etc.: (A)yes, problems and unable to participate; (B)some trouble; (C)no, no problem. 3. A B C

4. Do you feel your instructors had trouble adapting instructional materials and lectures to longer class periods? (A)yes, a lot of trouble; (B)perhaps some trouble; (C)no. 4. A B C

5. Is it your estimate that classroom activities: (A)were better when class periods were shorter; (B)not much different; (C)have been improved due to longer class periods. 5. A B C

6. Have you been able to arrange sufficient study time (preparation for classes) at the time you needed it this term? (A)no, a lot of trouble; (B)some trouble; (C)yes. 6. A B C

7. I prefer a class length of: (A)one hour; (B)not much difference for me; (C)one and one-half hours. 7. A B C

8. Because of the four-day week I have been able to work for money: (A)less; (B)no difference or I do not work; (C)more. 8. A B C

9. Have you had any trouble contacting an instructor outside of class, advisor or counselor that might be attributed to the four-day week schedule? (A)yes, exasperating trouble; (B)some trouble; (C)no trouble. 9. A B C

10. Considering everything I like: (A)a 5-day week schedule better; (B)it doesn't make much difference for me; (C)a 4-day week schedule better. 10. A B C

If you have had some special problem or have noted some advantage or disadvantage to the four-day week or just have a comment, write it on back of sheet. Students that miss this survey may pick up copies from Mr. Hardman or Mr. Hunter.

SIGNATURE: ______________________________________

STUDENT EVALUATION OF THE EXPERIMENTAL FOUR-DAY WEEK

Form II

Instructions: Please write or circle the desired responses in the space provided on the right margin.

A. Which division are you enrolled in? A. ____________

B. What program are you enrolled in? B. ____________

C. If you are in a college work-study program, write "work-study" in the blank. C. ____________

D. If you have a job you work at for money other than college work-study, full or part time, write "work" in the blank. D. ____________

E. Do you work for money full time on Friday now? Write "yes" or "no" in the blank. E. ____________

F. What is your best estimate of your cumulative average grade at the end of the fall semester. Use one letter: A, B, C, D, or F. F. ____________

= =

1. I was unable to schedule courses I needed or have had to drop courses essentially because of the four-day week: (A)yes, unworkable; (B)some trouble; (C)no problem. 1. A B C

2. Have you been able to attend the campus functions you wished to attend this term? (A)no, very few; (B)some; (C)yes. 2. A B C

3. Due to the four-day week I have been unable to take part in student activities that require extended periods of time, for example, student government, plays, club activities, etc.: (A)yes, problems and unable to participate; (B)some trouble; (C)no, no problem. 3. A B C

4. Do you feel your instructors had trouble adapting instructional materials and lectures to longer class periods? (A)yes, a lot of trouble; (B)perhaps some trouble; (C)no. 4. A B C

5. Is it your estimate that classroom activities: (A)were better when class periods were shorter; (B)not much different; (C)have been improved due to longer class periods. 5. A B C

6. Have you been able to arrange sufficient study time (preparation for classes) at the time you needed it this term? (A)no, a lot of trouble; (B)some trouble; (C)yes. 6. A B C

7. I prefer a class length of: (A)3 hours A.M. and 3 hours P.M.; (B)not much difference for me; (C)3½ hours A.M. and 4 hours P.M. 7. A B C

8. Because of the four-day week I have been able to work for money: (A)less; (B)no difference or I do not work; (C)more. 8. A B C

9. Have you had any trouble contacting an instructor outside of class, advisor or counselor that might be attributed to the four-day week schedule? (A)yes, exasperating trouble; (B)some trouble; (C)no trouble. 9. A B C

10. Considering everything I like: (A)a 5-day week schedule better; (B)it doesn't make much difference for me; (C)a 4-day week schedule better. 10. A B C

11. Assume clock-hour students remained on a four-day week and semester-hour students returned to a five-day week, would this cause any special problem for you? If "yes" mark A and explain on the back of this sheet: (A)yes, serious problems; (B)not much difference for me; (C)no problem. 11. A B C

If you have had some special problem or have noted some advantage or disadvantage to the four-day week or just have a comment, write it on back of sheet. Students that miss this survey may pick up copies from Mr. Hardman or Mr. Hunter.

SIGNATURE: ____________________________________

PART TWO

EVALUATION BY DIVISION DEANS

SUMMARY OF EVALUATION OF FOUR-DAY WEEK BY DEANS, PROGRAM DIRECTORS, DEPARTMENT HEADS AND STUDENT SERVICES PERSONNEL

METHOD

Division deans, program directors, department heads and student service personnel were asked to evaluate the four-day week. The specific request was, "Please give me a narrative evaluation and your opinions of the four-day week. Suggestions: advantages, staff attitudes, problems, solutions, impressions etc."

Evaluations were received from 31 of the thirty- two requested. In most instances the department heads and program chairmen evaluations represent a poaling of the opinions of the people in the department or program. These evaluations were then gone through and advantages, disadvantages or problems and suggestions or solutions written on cards. Duplications were sorted out and the list of major points made. This procedure will have a tendency to eliminate shades of meaning and will include only most of the items in the individual evaluations.

RESULTS

The following sections list the extracted advantages, problems and suggestions. It will be noted that many items listed under advantages are also listed under disadvantages or problems. These differences come from different people in different situations.

I ADVANTAGES

1. Faculty liked the long week-end
2. Students liked the long week-end.
3. Energy saved.
4. College open to the public longer Monday through Thursday.
5. More outside work hours available for students.
6. Reduction of overload of students
7. Student contact better.
8. Course scheduling was easier.
9. Permits additional time in activity courses to develop skills.
10. Permits short courses on Friday.
11. Days were long enough to get around to all SIE students.
12. Four to five thirty generally free for preparation, etc.
13. An extra full day for study.
14. Saves time for commuters.
15. Athletic contests scheduled for Friday or a week-end less of a problem.
16. Gives self-motivating students time for off-campus activities.
17. Longer periods enable better use of films, etc.
18. Lab use better.
19. Professional meetings usually held on week ends and less of a problem.
20. Registration and scheduling seemed easier - less time required.
21. Long hours allowed for a continuity of thought and action.
22. Fewer schedule changes.

II DISADVANTAGES OR PROBLEMS:

1. Reduced student activity time (This was one of the most frequently mentioned items.)
2. Fewer students could construct schedules for a limited number of days. (A tabulation not reported in this study supports this.)
3. S.G.A. has had serious difficulties in scheduling meetings. (This may be partly solved by scheduling the students concerned into a course SOP 111 Human Relations Leadership.)
4. Fingind student tutors with free time was difficult.
5. Heavier schedule when on campus made it more difficult to contact students.
6. Administration building closed on Friday. Friday visitors and potential students could not secure help.
7. Boredom effecting dorm students and disruption of mail, food and health services.
8. Students unable to use learning labs and LRC due to more classes per day.
9. People not as alert the last hours of the day.
10. Off-campus professional meetings held the first of the week more of a problem.
11. Two hours less work per week for some employees.
12. Discussion classes with a four-day break almost impossible.
13. Continuity poorer in two-day per week classes.
14. Hard for work-study students to schedule work hours.
15. Lab. scheduling more difficult.
16. Greater stress and fatigue. (This was one of the most frequently mentioned items.)
17. Good students overworked.
18. Class periods excessively long for lectures.
19. Any outside of class activity was difficult to schedule.
20. Skills that require more concentrated practice are more effectively learned in shorter periods.
21. Early and late hours dificult to use.
22. Students have a heavier class load per day.
23. Security for college property was less on Friday.
24. Some employees had to work a five-day week.
25. Instructors had difficulty getting to off-campus classes both classes they were taking and instructors for.
26. The four-day week is not in phase with the community.
27. Students do not use the extra day for study.
28. Hospital time for nursing students difficult to schedule.
29. Lab time cut chort.
30. Less time for field trips.
31. Less flexibility in programming classes.
32. Trouble getting up so early in the morning.
33. Seminars were hard to schedule.
34. Danger in coming to work so early.
35. First hour wasted - social hour.
36. No personal transactions possible on work days. Stores closed, etc.
37. Night classes made excessively long hours.
38. Proportionately more time in class and less for preparation.
39. Less time for individual student contact.
40. No time for faculty inservice training.
41. Transportation to work problems.

III SUGGESTIONS

1. Use shorter class periods.
2. Use more flexibility in hours on campus.
3. Use Friday for labs.
4. Use car pools for protection
5. Schedule hours for conferences with students.
6. Use four-day week for students and five-day week for instructors in clock-hour programs.
7. Return to five-day week.
8. Cut the number of contact hours.
9. Develop the use of physical facilities seven days a week.
10. More constant contact with students needed, for example, three courses meeting five days per week on a modified quarter system.
11. Establish a break in the class schedule around mid-day.
12. Provide time for activities for social as well as educational development.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
DIVISION DEANS

OFFICE OF BUSINESS SERVICES
Maxine Sparkman

The majority of the employees working in this department are in favor of the four-day week. Of the twelve employed, nine are in favor of, two are not in favor of, and one is neutral.

As far as this department is concerned, the only advantages were conservation of energy such as gasoline, fuel oil and electricity, a shorter work week, and an additional day off from work for employees.

The disadvantages found with the four-day week can be categorized by disadvantages related to the college and those related to the employees. The disadvantages relating directly to college functions are as follows:

(1) Due to certain buildings having to remain open, some employees had to remain on a five-day week. Having varied work schedules created payroll and leave problems for the business office.

(2) Due to hours established for the four-day week, there were two less work hours per week for each employee.

(3) Due to so few employees being on campus on Friday, there was a minimum amount of security of college property and grounds on that day. While no particular problems developed as a result of this, the possibility for problems was greater.

(4) Due to having a compulsory Food Service plan for dormitory resident students, the cafeteria had to remain open on Fridays. This procedure was a disadvantage to some dormitory students and an advantage to others.

The disadvantages relating directly to the individual employees are as follows:

(1) Several employees had baby sitter problems.

(2) One employee had a non-driving rider on a different work schedule.

(3) Some employees felt daily hours were too long for maximum productivity.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
DIVISION DEANS

DEAN OF STUDENT SERVICES
Raymond R. Sessions

The four-day week appears to have been an interesting and valuable experiment.

The obvious conclusion is that the majority of students and faculty liked it. The assumption would be that this indicates they like it better than the five-day week. This assumption, like the conclusion, is probably accurate. However we interpret the results of the survey of opinions, etc., we must, I believe, recognize the considerable number of persons who , for various reasons, prefer a system different from the majority.

If for no other reason than the need to keep enrollment up, these persons, faculty and students, must be given proper consideration. Fortunately, it now appears we will have a choice whereas for a period it appeared that fuel shortages would make preferences almost irrelevant.

One other observation is important, I believe, before my conclusion is drawn. It is that whatever persons may say about the ease or discomfort of the four-day week, the record needs to show that many who expressed distaste for the change were expressing, perhaps unknowingly, an opinion about "change". It is one thing to be on a four-day week, it is another to change abruptly to a four-day week. The mixed up work schedules, the increased work of designing a new system, the accidental coincidentals of daylight savings time and foggy mornings all had some negative impact on the opinions of those trying to evaluate the "four-day week". These types of things will occur in such a change regardless of the efforts of all involved to plan ahead.

Our own President is fond of saying that "we can teach it round or flat". My feelings of the four-day week are much like that. However, I strongly believe that the best way is neither a four-day or a five-day week. I conclude that we should give further study of managing this institution to the needs of the people we serve. "Different strokes for different folks." Some should perhaps operate on a four-day system, some on a five-day, and some on some other arrangement. Probably the college needs to remain open long hours most of the week. It will be a "mess" in some ways to administer but that is where the future is. My compliments to the President, the faculty, staff and students for their cooperation in this experiment.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY DIVISION DEANS

TECHNICAL DIVISION
Herbert Attaway

1. Advantages of the four-day week:

   a. Certain students, most Clock-hour and Semester-hour students who must work to go to school, appear to favor 4-day week.

   b. Clock-hour teachers like the 5th day to do paper work of all kinds, etc. (This is the present 4-day student and 5-day teacher week for Clock-hour Programs).

2. Disadvantages of the four-day week:

   a. Certain semester-hour students, nurses for example, feel pressed--too much material crammed into a shorter time span.

   b. Some Semester-hour teachers, other than nurses, feel that time pressure is too great, even though a number of their students appear to like the 4-day week.

3. Problems created by the four-day week:

   a. No time for inservice training, courses on how to teach or to prepare performance objectives, course syllabi, etc. Inservice training did not exist in Technical Division in Spring semester 1973-74.

   b. Not as much time for teacher-student counseling--students and teachers absorbed with direct class activities.

4. Estimate of staff attitude toward four-day week:

   Mixed. Most all like the day off. A goodly number do not like the educational consequences. Too much crowded into too little time.

5. Other items or comment:

   My overall view is: except for isolated programs, the 5-day week is more productive of educational excellence.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY DIVISION DEANS

TRANSFER DIVISION
Walter A. Parnell

The four-day week seemed to be a fairly successful experiment for the Transfer Division. As we progressed through the term I noted expressions of both satisfaction and discontent on the part of students and faculty. Students and faculty were concerned that some activities which were possible during the five-day week were made impossible or very difficult during the four-day week. Examples of such activities are: The reduced activity of use of the LRC, of the individualized instruction labs, of conferences between student and instructor, etc. Faculty members complained of the increased pressures exerted by the four-day schedule, that is, proportionately more time was spent in the classroom thereby reducing the amount of time available for preparation of materials and for conferences. A four-day week does seem to quicken the pace of college life somewhat. One effect noted was that fewer students were able to construct schedules with a limited number of days; for instance, previously, large numbers of students constructed three-day schedules, relatively few could work out a full-time load on a two-day schedule. The net effect was to reduce the total number of hours any one student could take on a four-day schedule and this was evident in the fact that I signed very few overload requests.

On the positive side many students liked the opportunity to compress five days of instruction into four days, thus allowing additional time to work. Many faculty members also apparently appreciated the long week-end afforded by the four-day week but some claimed that they had to work additional hours on the week-end to catch up on the work they could not complete during the regular week. One difficulty that should be noted was the necessity to more carefully scrutinize the hours spent on campus by faculty members. The faculty probably spent more time on campus, but only against their will. It would seem a good policy in a future experiment such as this to not establish rigid requirements for hours on campus. For those of us who made a diligent effort to be present for the full ten (10) hours each day, it proved to be a somewhat tiring experience. I had a night class in addition to my responsibilities during the day and this especially proved to be a tiring experience. It is very difficult to work until 5:30 and then meet a 6:30 evening class. One probably psychological effect was derived from the necessity of arriving at school at dawn and leaving at near dark. This actively cancelled out the possibility of stopping in town to take of any kind of business before closing hours of businesses. It was also noted that some secretaries were apprehensive about traveling in the dark and about entering dark buildings in the early morning hours.

Again, on the positive side it seemed that the long hours allowed for a continuity of thought and action that provided the conditions for somewhat increased productivity. Another difficulty that was evident was the reduced amount of time available for committee meetings, special events, etc. It should be noted however, in regards to special events, that those activities which were scheduled during class hours had attendance as high as when schedule during student activity periods.

It would seem that the four-day week would be more successful if: 1) shorter class periods were used, 2) faculty members and administrators were allowed more flexibility in hours on campus, 3) labs could be opened on Friday, 4) personnel could be urged to use car pools for personal protection if for no other reason, 5) a careful schedule of hours for purposes of conferences between instructor and student could be worked out.

PART THREE

EVALUATION BY TECHNICAL DIVISION PROGRAM CHAIRMEN

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK BY
TECHNICAL DIVISION PROGRAM CHAIRMEN

AUTO BODY PROGRAM
Dexter Harris

1. Advantages of the four-day week:

   a. Allows the student one day off for part time jobs.
   b. Allows the students work time in the shop to be in longer unbroken periods.

2. Disadvantages of the four-day week:

   a. Caused us to have three more contact hours by not having activity periods. This time was needed for communications with others on campus and preparation time.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK BY TECHNICAL DIVISION PROGRAM CHAIRMEN

AUTO MECHANICS PROGRAM
Emerson Blodgett

1. Advantages of the four-day week:

   a. Longer lab periods. Student could finish long projects in one day.

2. Disadvantages of the four-day week:

   a. Loss of work-study students at the time we needed them most.

3. Problems created by the four-day week:

   a. Meetings were difficult to schedule.

4. Estimate of staff attitude toward four-day week:

   a. Good.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK BY
TECHNICAL DIVISION PROGRAM CHAIRMEN

AVIATION PROGRAM
Wayne Duke

1. Advantages of the four-day week:

   a. Students work Friday and Saturday.

2. Disadvantages of the four-day week:

   a. Fatigue. Students and instructors get tired.

3. Problems created by the four-day week:

   a. Getting to school on time in morning.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
TECHNICAL DIVISION PROGRAM CHAIRMEN

BRICK & BLOCK PROGRAM
Austin Johnson

1. Advantages of the four-day week:

   You can work on your plans for the following week, also recruit.

2. Disadvantages of the four-day week:

   Strain impact on the students.

3. Problems created by the four-day week:

   None.

4. Estimate of staff attitude toward four-day week:

   Everyone seemed to be in favor of it.

5. Other items or comment:

   I think the four-day week should be carried on in the Fall.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK BY
TECHNICAL DIVISION PROGRAM CHAIRMEN

BUSINESS PROGRAMS
Bob Collins

1. Advantages of the four-day week:

   a. Let student off to work, but as far as school - have to cover more material - bad for motor skills.
   b. Teachers talk about things in general - both good and bad.

2. Disadvantages of the four-day week:

   a. Business seminars hard to hold.
   b. Tired on Friday.
   c. Need to work Friday anyway, and did several times.
   d. First hour wasted - social hour.
   e. Danger in coming to work - faculty and students.

3. Problems created by the four-day week:

   No club meetings - didn't get to know students as well.

4. Estimate of staff attitude toward four-day week:

   Problem with children - coordinating school, etc.

5. Other items or comment:

   a. Loss of one teacher in accounting - had time to look for job.
   b. Afternoon hours not bad - work anyway, but early hours rough.
   c. None of the teachers really gun-ho on four-day. Voted for it but if had to vote again would vote for five-day unless the four-day was a help to the college.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK BY
TECHNICAL DIVISION PROGRAM CHAIRMEN

COSMETOLOGY PROGRAM
Jeanne Rehberg

1. Advantages of the four-day week:

   a. Students utilize their lab time to a better advantage.
   b. Enables students to work on part-time jobs.
   c. Married students like having Monday for getting home in order & etc.
   d. Almost all cosmetology seminars are held Saturday through Monday.

2. Disadvantages of the four-day week:

   If there are any disadvantages (I'm not aware of any) they are so insignificant as compared to the advantages.

3. Problems created by the four-day week:

   There is the matter of rescheduling theory and lab hours, which really isn't a major problem. Had anticipated transportation difficulties during Spring Semester, since the busses would not be running on Friday, but this was solved without any problem.

4. Estimate of staff attitude toward four-day week:

   Mr. Monoit, Mrs. Owens and myself had and still do have a positive attitude toward four-day week for the students.

5. Other items or comment:

   All of the clock hour instructors need at least one full work day in order to be able to complete some of the following:

   a. Complete attendance, services and grade records on each student.
   b. Updating the curriculum.
   c. Interviewing applicants.
   d. Taking care of the many reports required by the Dean's office, L.C.C.C. Registrar, Fla. State Board of Cosmetology and etc.
   e. Working with Media-Technician from L.R.C.

   The preceeding items are just a few of the many tasks we work on this one day without students.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY
TECHNICAL DIVISION PROGRAM CHAIRMEN

FORESTRY PROGRAM

Walter Knudsen

1. Advantages of the four-day week: Many Forestry labs involve checking out equipment and/or travel. By having fewer, longer labs we have more useable lab time. Also, we use quite a number of films along with a lecture. With the longer lecture periods, time is available to discuss films the same period that they are shown.

2. Disadvantages of the four-day week: Some people have trouble getting up in the morning.

3. Problems created by the four-day week: Applicants quite often request testing and interview on Fridays. However, there has been no problem having these persons come in on a different week day. The interview forms could be changed to indicate this and save correspondence.

4. Estimate of staff attitude toward four-day week: I have talked with the Forestry staff, and in general they feel as I do.

5. Other items or comment: I feel that a four-day week is good for the morale of the staff. It allows time to take care of personal tasks that cannot be done on a weekend.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY
TECHNICAL DIVISION PROGRAM CHAIRMEN

GOLF & LANDSCAPE PROGRAM
Dr. Gene C. Nutter

1. Advantages of the four-day week:

   a. Good for self-motivating students who like more time for off-campus activities, including jobs, sports, etc.
   b. Saves time and expenses for those who commute.
   c. The extra day is desirable for personal planning and activities for both students and staff.

2. Disadvantages of the four-day week:

   a. Less flexibility in programming classes.
   b. Less time for extra-curricular activity (on campus).
   c. Less time to counsel students
   d. Less time to plan and administer programs.

3. Problems created by the four-day week:

   a. Less time for field days and student trips.
   b. Sacrifice to students in total learning experience.
   c. Lab time cut short
   d. Accumulative drain on faculty and staff from continuous long days.

4. Estimate of staff attitude toward four-day week:

   Not totally as favorably to students instructionally as the 5-day week as it was thrust upon us in Spring term '73.

5. Other items or comment:

   One of real problems of the Spring term experience was that we did not have any time to prepare for the new format. This was a drastic change with very short notice. Very likely better use of the 4-day week would come with experience and time to plan, thus offsetting some of the above disadvantages. Effective performance objectives probably would help to make more efficient use of 4-day week.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK BY
TECHNICAL DIVISION PROGRAM CHAIRMEN

NURSING PROGRAM
Chrystal Gallups

1. Advantages of the four-day week:

   a. Extra full day for study.

2. Disadvantages of the four-day week:

   a. No time for campus activities.

   b. Hospital time for experiences could not always coincide with 4-day week.

   c. Academic load for 1st year nursing students was heavy - no time for individual conferences.

3. Problems created by the four-day week:

   a. Students did not always use extra day for study.

   b. OB and Peds. were 4-5 days depending on available experiences for students.

   c. In nursing - need absorption time as well as hours--this was not available.

4. Estimate of staff attitude toward four-day week:

   a. 10-hour day is exhausting to instructors which limits amount of work which can be accomplished.

5. Other items or comment:

   a. Attrition rate in nursing this semester at high--students took advantage of extra day "off".

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY TECHNICAL DIVISION PROGRAM CHAIRMEN

PARK MANAGEMENT PROGRAM
Bill Alexander

1. Advantages of the four-day week:

   a. Three-day weekend.

2. Disadvantages of the four-day week:

   a. Not in phase with other businesses.

   b. Night classes make 12 hours.

   c. 14-hour work day, sometimes.

3. Problems created by the four-day week:

   a. 5-day field trips in question.

4. Estimate of staff attitude toward four-day week:

   a. Like 3-day weekend.

5. Other items or comment:

   I am for the 5-day work week with a 4-day, 7½ hour class schedule for Clock-Hour Courses.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK BY
TECHNICAL DIVISION PROGRAM CHAIRMEN

SIE PROGRAM
Elbert Long

1. Advantages of the four-day week:

    Days are long enough to get SIE students worked out, and have time to visit more students on-job-training and come back to college to get work done. For my program it is good.

2. Disadvantages of the four-day week:

    Days are too short--it ties up Clock-hour instructors so they cannot take many off-campus courses to up-grade themselves. Students have to go long hours and instructors are tired in evening.

3. Problems created by the four-day week:

    Only problems were when we began 4-day week. Otherwise it is good for my type of work.

4. Estimate of staff attitude toward four-day week:

    Technical Division likes it, but for those who need professional courses it could hurt them. (This is from my point of view).

5. Other items or comment:

    I believe I can continue the 4-day week and come back on Friday mornings to work with paper work and such.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK BY
TECHNICAL DIVISION PROGRAM CHAIRMEN

WELDING PROGRAM
William D. Holt

1. Advantages of the four-day week:

    a. Allows the student time to work on his part-time jobs.

    b. Saves me gas in truck and wear on tires,

    c. Not using as much electricity in building; saves College money.

2. Disadvantages of the four-day week:

    a. None

3. Problems created by the four-day week:

    a. None

4. Estimate of staff attitude toward four-day week:

    a. Most I've talked to prefer it.

PART FOUR

EVALUATION BY TRANSFER DIVISION DEPARTMENT HEADS

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY
TRANSFER DIVISION DEPARTMENT HEADS

ENGLISH DEPARTMENT
Terry A. Babb

I am in favor of continuing the four-day week, because I believe that the weaknesses we discovered this year can be overcome with better planning. So long as teachers are willing to do as much (but no more) work in four days as they normally do in five, then I believe the four-day week should be continued.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY TRANSFER DIVISION DEPARTMENT HEADS

HUMANITIES DEPARTMENT
Catherine H. Sorensen

The instructors in all the areas of the Humanities Department--Humanities Art-Music, Humanities Philosophy-Religion, Art, Music, Speech-Theatre, and Foreign Languages--are in agreement that the disadvantages of the four-day week outweigh its advantages.

In discussions with students in classes in the department, it has been determined that students in two categories in particular complain of the four-day week: students who maintain higher grade averages and work-study students.

Faculty members agree on the following general disadvantages: (1) The long class periods on Tuesday and Thursday have been acceptable for faculty members may normally be scheduled for two of these periods on these days, but, with the four-day week it is necessary for faculty members to be scheduled for three of these classes on the same day, frequently with two of the classes back to back, with resultant depletion of the energy to the point that effectiveness is compromised;
(2) Students who have three, or even four, classes on the same day (there are five periods in a day) have the same problem of depletion of energy;
(3) The early and late hours of the day before and after classes can not be properly used because students are not available for conferences and because faculty members after teaching three long classes are too exhausted to make proper use of their time.

In addition to these general disadvantages, there are specific disadvantages evident in special areas of department activities. The following are the most striking: (1) In classes that emphasize skills requiring concentrated practice, such as the first two semesters of foreign language or college choir, it is much more effective to have students for three shorter periods a week rather than for two long periods; (2) In classes that require library research as in preparation of discussion materials for speech and forensics it is difficult for the students to find enough time or energy to use the library as they go from one class to another with the five-period day (Human nature being what it is, the students fail to come back to the campus to use the library on Friday); (3) In classes such as music and theatre that require outside practice and rehearsals it is difficult to schedule rehearsals in the late afternoon as faculty and students alike are suffering from fatigue at the end of the long day.

Instructors in the department in their role as members of the Fine Arts Committee of the college have experienced especial difficulty in scheduling cultural activities since the four-day week does not permit the scheduling of an activity period such as was available in the past two days a week for presentation of programs by college or visiting groups in the area of music, art, and the theatre.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY TRANSFER DIVISION DEPARTMENT HEADS

MATHEMATICS DEPARTMENT

Robert McDonald

The four members of the Mathematics Department are generally divided concerning the 4-day week. Two instructors are mildly in favor and two instructors are mildly opposed to it. No one is vehemently opposed or enthusiastically for it. All members of the department have easily adjusted to the 4-day week but can just as easily readjust to the normal 5-day week.

As an instructor, I can see no educational advantage to the 4-day week over a 5-day week. For the students in a lower level math course, four days is a long time between class meeting (Wednesday, Monday or Thursday, Tuesday). This was also true however with the Tuesday - Thursday schedule in a 5-day week.

Another disadvantage of the 4-day week was the difficulty we had in obtaining tutors for the Math Lab. Most of the qualified students did not have sufficient time to work as tutors. This resulted in fewer students using the Math Lab as a study area. Also, I had fewer students visiting me in my office during office hours. One possible reason could be that they had no time between 8 and 4 and were unwilling to stay on campus from 4-5:30.

From a teaching point of view, the same amount of material was presented during the 4-day week as was previously presented. Office hours from 4-5:30 were generally free of students so the instructor had more "private" hours for grading, preparation, etc. One teaching disadvantage was when an instructor had three day classes and than was assigned a night class the same day. This would amount to 7½ hours of teaching, which is a rather difficult load.

My own personal opinion is that unless there is a significant savings in fuel, electricity, etc., which was the purpose of the 4-day week, that we should return to the traditional 5-day week.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY
TRANSFER DIVISION DEPARTMENT HEADS

PHYSICAL EDUCATION DEPARTMENT
BILL MCGILL

Advantages:

1. Permit short courses on Friday.
2. Good for Athletics that have Friday and weekend contests away from Lake City.
3. Permits additional time in activity Physical Education courses to develop skills.

Disadvantages:

1. To much time for three hour lecture classes.
2. Due to the fact that we teach activity courses with two hour activity and one hour credit, it crowds our day and week where we have only four free planning periods and no lunch time.
3. Little or no time for planning committee work, or student advising.

Impressions:

1. Good students were over worked with little time.
2. Students activities were almost non-existent.
3. Very hard on dorm students, we place them in a very unworkable situation.
4. Disruption of: food service, mail service, health service.

Staff Attitudes:

1. Staff completely fatigued at close of day and week.
2. We can't see that advantages over-ride the many disadvantages.

Solutions:

1. Cut number of contact hours in Physical Education.
2. Return to five day week.

We recommend a return to a five day week.

LAKE CITY COMMUNITY COLLEGE
Evaluation of the Four-Day Week by Transfer Division Department Heads

READING DEPARTMENT

Herbert Hoffmann

The following observations and judgements are noted relative to the efficacy of the spring term four-day week experiment:

1. Course scheduling for advisees appeared much easier and more meaningful for students. Daily times for courses were the same regardless of the T-Th or M-W offerings.

2. An examination of records indicates that a majority of instructors in the department met and/or exceeded the hours on campus recommended by the President.

3. A majority of department instructors used several non-work days (Friday/Saturday) for attendance and/or participation in conferences or other visitation directly related to the area of specialization. This was a plus factor in that no contact time with students was lost.

4. A comparison of end-of-term departmental course grades indicates no significant deviation above or below those issued in previous terms. Student achievement of prescribed skills proficiency was as high as it had been previously.

5. Student attendance in reading department courses was not adversely affected by the experimental program. No problems directly attributable to the program were noted.

6. A sizeable majority (based on informal departmental survey instrument and instructor judgement of interaction) indicated a healthy student attitude for the experiment. There were several students who were in opposition to the program due to time constraints for lab and/or contact hour program requirements.

7. Instructor availability for conferences, meetings, advising, counseling, etc.... appeared superior when compared with previous terms. A majority of department instructors felt student-contact and instructor-student interaction was better than in previous terms.

8. All instructors in the department noted a fatigue factor the first week or so. This appeared to decline substantially, however, as the term progressed. It is noted that a majority of instructors appeared more alert and creative on Monday's -- more eager and desirous of improving the existing department, its courses and student programs.

9. Reading department instructors indicated no adverse affects of the overall reading program -- rather, the program quality is improved over that which existed earlier. Instructors attribute the improvement to the four-day week and more specifically to the reasons cited in # 8 above.

10. The resources of the reading center were utilized to about the same degree as was noted during the conventional 5 day week programs. No reduction in the percentage of student utilization was noted, although the spring term enrollment in reading was lower than the enrollment for spring 1973 terms.

11. Instructors indicated that Friday became a day for a wide assortment of things to do -- shopping, cleaning, conferences, personal business, etc... They welcomed the opportunity to transact business and do "what needed doing".

12. It is recognized that some departments or some activities and/or programs would experience difficulties and require modification to a greater degree than we experienced. A majority of department instructors support the four-day week concept. Change is as inevitable as taxes. Some educators act as though educational progress can be made or achieved without change. They cheer educational progress as long as it doesn't really change their ways of doing things.

    In education, too often, we "progress" by changing the name and keeping the practice the same. Educators must learn to learn -- to change some practices -- to do things differently -- to do things better. We can change -- we can progress -- when and if we master the skill of change.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY TRANSFER DIVISION DEPARTMENT HEADS

SCIENCE DEPARTMENT
Tom Rowand

The overall reaction by faculty and students has been good. There has been an overall reduction of overload of students. The class sessions function well. There has been some cramp in laboratory scheduling.

I feel the stress that has occurred has been primarily with non-class activities. The student must do more preparation on the weekend rather than between classes. It has been harder for work-study students to schedule as many hours of work.

The faculty has expressed being more exhausted at night and being involved with more take-home work on weekends.

I am personally concerned about a means being developed so that physical facilities may be used on seven-day basis.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY
TRANSFER DIVISION DEPARTMENT HEADS

SOCIAL SCIENCE DEPARTMENT
Bill Buck

As an academic issue, the Social Sciences Department faculty believe that the four-day week had far more negative aspects than positive. We believe that our particular student body would benefit from additional contact with us and the college environment rather than less. Though we can place the responsibility for this contact on the student, nonetheless we realize that in most instances, many of our students will reduce their time on campus to an absolute minimum for a variety of reasons. As we presented our ideas to the Transfer Division we came to find that it seemed reasonable that, in fact, our students might benefit from a type of quarter system where they took fewer courses each term but were in more constant contact with each of their instructors; thus a student might enroll in three courses and meet with the instructor five days a week.

In terms of benefits, one faculty member believes that he is able to handle his material in blocks of one and one-half hours more effectively. By the same token he believes with other departmental faculty that the students do not care for classes that long in duration. We all agree that in terms of continuity the two day a week classes were very poor. We simply believe there is a greater degree of continuity three days a week than two. In classes where discussion is a major feature, the two day a week classes were all but impossible to conduct.

Though not responsible for the LRC and English Lab, we are distressed at the decreased use of these facilities and are convinced this is due to the four-day week and the students view that the less time on campus the better.

PART FIVE

EVALUATION BY STUDENT SERVICES PERSONNEL

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY STUDENT SERVICES PERSONNEL

ADMISSIONS

Martha B. Brown

The four-day week has worked satisfactorily in this office. There have been no complaints from the staff; although toward the end of the semester we began to feel very tired. We also heard comments from other staff members complaining of fatique.

The only disadvantage directly related to this office was having no one on campus on Friday when out of town prospective students wished to visit. These instances were rare, and when we knew of the intended visit, we arranged to meet the student on campus on Friday or Saturday.

There were no real problems as for as we were concerned, and we have not heard any significant comments regarding inconveniences or hardships. We did notice a savings in gasoline for transportation.

LAKE CITY COMMUNITY COLLEGE

Evaluation of the Four Day Week

By

Student Services Personnel

Financial Aid

LaVon Wright

I personally enjoyed having Friday off. However, I do not feel that this schedule should be pursued in the future for the following reasons:

(1) I did not get as much work done as I did when we were on the 5 day week. During the last hour of the day, because of long hours, my mind was not alert.

(2) Most of my financial aid meetings are held during the early part of the week. In many instances I would only be accessible to students for two days, during those weeks when I had to attend meetings.

(3) Students had difficulty in putting in College Work Study hours. The commuting students and students working on campus, with their class schedule, putting in more than ten hours was an impossible task.

(4) In my talking with students the four day week did not meet their needs - no time for extra activities, no time during the day for the library, no time to work, etc.

LW/nb

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY STUDENT SERVICES PERSONNEL

GUIDANCE
Edward F. Brunner

Advantage: Three-day weekend

More outside work hours available to working students

Disadvantage: Students unable to utilize services because of compressed schedule: (1) Tutors; (2) Learning laboratories; (3) LRC; (4) Career Center; (5) SGA Meetings; (6) Intramurals; (7) Student Activities; and (8) Daytime campus shows.

Problems: Boredom effecting dorm students

Fatigue of personnel after 4:00 p.m. limiting efficiency

Est. of Staff Attitude: If this is the way we are supposed to do it, we'll give it a try.

LAKE CITY COMMUNITY COLLEGE

EVALUATION OF THE FOUR-DAY WEEK BY

STUDENT SERVICES PERSONNEL

Health Service
Diane Aiken, R.N.

Generally, my opinion of the four-day week is negative. From the Faculty and Staff standpoint: Many expressed the opinion that they became tired around 4-4:30 and past this time not able to work as efficiently. I found this true of myself. Others expressed that they enjoyed the 3 day week-end but really were exausted at the end of 4 days and needed it. As a club sponsor, I found it interferred with the activity of our club(BCM). Many members could not meet. Communication was also a problem. The club felt they weren't as effective last semester and blamed it on not having a convenient meeting time.

Many students (except those involved in extra-curricular activities) seemed pleased with the four day week expecially those that were able to go home more often due to the longer week-end, and those who work on weekends.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK BY
STUDENT SERVICES PERSONNEL

REGISTRAR
Al Dana

ADVANTAGES of the 4-Day Class/Work Schedule:

1. Monday through Thursday we were open longer to the public for visitors, telephone calls and our current students for servicing until 5:30 p.m. instead of the previous closing time of 4:30 p.m.

2. In the registration process the Schedule of Courses seemed easier for the student to intrepret (M-W, T-Th) over the traditional schedule (M-W-F, T-Th). Students completed registration in less time.

3. Schedule Changes (Add/Drops) were less. Classes seemed to settle down quicker than previous terms.

4. Total student Withdrawals:

Spring '74 Headcount = 1950
Spring '74 Withdraws = 204
1746 % WD's = 10.46

Spring '73 Headcount = 1815
Spring '73 Withdraws = 161
1654 % WD's = 8.87

5. Work production in the office seemed to me to be the same.

6. Employees were on time to work at 7:30 and were often late on the 5-day week and had to remain after hours to make up their work time.

7. Student traffic coming to the office seemed less. Telephone inquiries from students seemed more.

8. Over the four month period, I believe students and staff comments reflected they liked the 4-day schedule better than the previous 5-day schedule.

DISADVANTAGES of the 4-day Class/Work Schedule:

1. Fatigue, work performance and staff morale appeared toward the end of the week in late afternoon.

2. Our office work-study students indicated they liked the 4-day

schedule but had difficulty scheduling all their work hours each week. They caught-up or made-up work hours during the break after the term was over. From the student's point of view this is a disadvantage but was an advantage for our office.

3. Closing the Administration Building and our office prevented receiving telephone calls and walk-in traffic on Friday.

SUMMARY:

1. I would prefer a 4-day class schedule but allowing our office the flexibility to have some staff work the 10 hour/4-day week and others work the 8 hour/5-day week.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY
STUDENT SERVICES PERSONNEL

SPECIAL SERVICES
Lamar J. Williams

It is my considered opinion, that the four-day week was desirable. However, I feel the evaluation of the system from the students' point of view, should carry more weight than from the staff's evaluations.

The staff's viewpoints are mixed toward the four-day week. These viewpoints ranged from most desirable to totally time consuming. I guess the biggest dimension of consideration on the four-day week was lack of time to see students for counseling. In the opinion of the staff, scheduling of classes hour after hour without a break almost made it impossible to see students that we wanted to see for various reasons. This resulted in our having one of two problems in seeing various students. One, they were either in classes one after another; second, they were not on campus because they did not have classes at all that day. That was a real problem in seeing needed students for regular scheduled activities via Special Services.

The four-day week presented us with another problem, that of finding tutors. For many of those students who served as student tutors the fall semester, ultimately had to discontinue tutoring due to their class scheduling.

If I might make a recommendation, I would like to see a break in the class schedule around mid-day. I sincerely feel that this would break the monotony of long class hours; it would also give those students who want a lunch break to have one, but due to class scheduling could not work one in. This would also give the advisors a chance to see their advisees for a scheduled appointment, and give the students an opportunity for some student activities. I would strongly encourage the break, if we are to implement the four-day week again.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF THE FOUR-DAY WEEK BY
STUDENT SERVICES PERSONNEL

STUDENT ACTIVITIES

Edward Hunter

Regarding the issue of the 40day week, it is my opinion that the majority of people, both students and staff, fall into one of two categories. They are extremely fond of the 40day week or they hate it. Personally, I feel that I get more work done on the 5-day schedule. With the 4-day week you are very tired by late afternoon and this reduces the amount of work you will get done near the end of the day.

The 4-day week has been a very hard blow to many of our students involved in extra curricular activities. Students do not have time to spend on activities outside of the classroom that require interaction in group activities. Intramurals does not offer team sports due to scheduling. The SGA has suffered tremendously from a lack of time.

It would appear that the college would give thought to the fact that in educating an individual we must concern ourselves with their over-all development. People continue to have more and more free time. We must concern ourselves with developing leadership and a sense of well-being along with their classroom experiences. We must expose students to activities that will encourage their interest in sports, cultural activities, and appreciation for getting along and understanding other people.

If we are going to say that we are interested in the over-all education of our students, we must provide time and activities for social as well as educational development.

PART SIX

EVALUATION BY THE LEARNING RESOURCES CENTER

SUMMARY OF EVALUATION BY THE LEARNING RESOURCES CENTER

METHOD

Mrs. Ella Francis prepared the evaluation by the Learning Resources Center from LRC data.

RESULTS

The Learning Resources Center experienced a decline in use of all facilities. The best comparison is between the 1973 and 1974 periods. The January through April 1974 circulation of books was 3,596 compared to 5,000 for the same period 1973 or 71.9% of the 1973 circulation. Faculty use was 85.6% of the 1973 use. Reserves usage in 1974 was 55.7% of the 1973 usage. The LRC also experienced difficulties in scheduling to fit both usage and the needs of the various programs.

AN ASSESSMENT OF THE IMPACT OF THE FOUR-DAY ACADEMIC WEEK ON STUDENT USE OF THE LEARNING RESOURCES CENTER

ELLA FRANCIS
DIRECTOR LEARNING RESOURCES CENTER

The attached statistical material shows that the circulation of books and materials declined by approximately 50% from the previous year during the period of operating on the four-day week. The LRC staff believe that this decline in the circulation of materials is a serious threat to the academic and intellectual development of the student population. It is also thought that the number of students who used the LRC as a place to study decreased significantly during the period of the four-day week: statistics on attendance are not available for the 1972-73 academic year, but the staff believe only about half of the usual number of students were studying in the LRC during the period in question.

The four-day week caused many commuting students to have so little free time on days they were on campus that they had to do all their studying at home, after school. This problem was especially vocalized by the LRC work study students. They were quite limited in the number of free hours during which they could work, which meant that at some times, when they were most needed, all were in class. The work study students complained of poor studying conditions at home and said thet they preferred to study at school.

Although the LRC tries to maintain a strong collection of books and media which will both support the College's curriculum and meet the information needs of the faculty and staff, it is recognized that the collection can not meet all the needs of all the faculty. However, it is believed that more faculty use of the LRC occurred prior to the four-day week than during that period.

Although hesitant to attempt to establish a direct causal relattionship between the four-day week and declines in weekend use, the LRC staff would like to point out that during the period of the four-day academic week, it first became necessary to close on Thursday evenings and Sunday afternoons due to lack of attendance. The hours the LRC was then open were below the minimum set by the Southern Association.

The LRC staff believe that unless the area's energy situation becomes much worse than in the past, that any energy savings effected by the four-day week are far outweighed by the disservice it does to the student who sincerely wants to learn.

Due to the fact that not all departments on the four-day week were using the same four days, it was determined that the LRC should continue on the five-day week in order to provide equal accessibility of materials to all students, faculty, and staff. Mrs. Francis, director, Mr. McCracken, media specialist, and Mr. French, reference librarian, personally preferred the five-day week, and, as statistical data became available, became less enthusiastic about the four-day week.

The clerical/secretarial staff all preferred the five-day week, citing personal inconvenience, transportation problems, and difficulty of meshing the longer working day into their families' lives as reasons for their preference. The LRC staff also had the responsibility of answering the telephone, which rang constantly on Fridays. They pointed out that transacting business is much less complicated when all parties work the same hours. Additionally, the four-day week slowed down newspaper and periodical delivery to the LRC tremendously. Some newspapers were as much as five days late being put out for public use.

The only person preferring the four-day week based his preference on personal convenience.

Conclusions based on the experience of this department may be stated as follows:

1. All departments should be on the same schedule.
2. The four-day week caused much lost staff time.
3. The five-day week is demonstrably superior.

TABLE 45. LEARNING RESOURCES CENTER BOOK CIRCULATION JANUARY THROUGH APRIL 1971 THROUGH 1974

Student Use	1971 Remodeling May.-Dec.	1972 Remodeling Jan.-Feb.	1973	1974
January	793	1,186	1,269	782
February	1,015	1,236	1,165	779
March	1,568	896	1,340	1,132
April	1,161	737	1,226	903
Total	4,537	4,055	5,000	3,596
Faculty Use				
January	30	194	203	163
February	152	103	93	89
March	172	90	96	106
April	84	58	86	51
Total	438	355	478	409
Reserves				
January	17	140	367	139
February	107	134	317	79
March	128	106	280	233
April	120	102	207	205
Total	372	482	1,177	656

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
LEARNING RESOURCES CENTER

TABLE 46. EQUIPMENT AND SERVICES USE OF THE LRC
FALL 1973 AND SPRING 1974 TERMS

ITEM	Aug. through Dec. 1973	Jan. to May 7, 1974
Equipment		
16MM Projector	42	43
Take-up-reel	29	35
Slide Projector	12	16
Filmstrip Projector	10	30
Overhead Projector	9	13
8MM Projector	2	7
Opaque Projector	1	4
Projection Stand	9	4
Screen	14	21
Reel-to-reel Tape Recorder	4	
Cassette Tape Recorder	14	26
Cassette Playback Unit	1	
Adapter		
Microphone	9	5
Record Player	9	14
Extension Cord	26	31
Other	64	64
Expendables		
Bulb	30	16
Cassette	317	983
Film	157	133
Transparencies	341	136
Other	179	311
Job Order Requests		
Services	99	114
Materials	157	135
Equipment	159	172
Photographic	100	98

PART SEVEN

ENROLLMENT DATA

SUMMARY OF FULL-TIME ENROLLMENT DATA BY SEMESTER
1969-70 THROUGH 1973-74

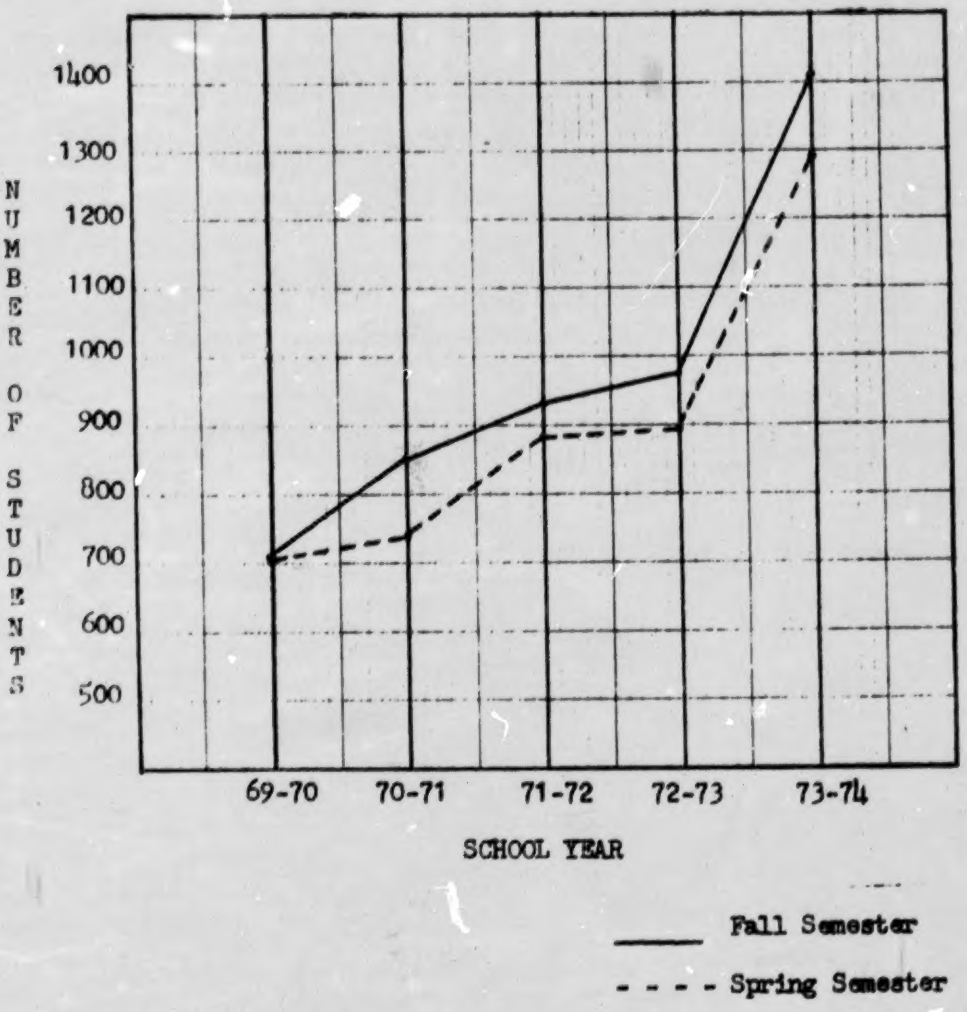
METHOD

The registrar supplied enrollment data on full-time (not FTE) students for the first and second semesters from the school year 1969-70 through the 1973-74 term.

RESULTS

The full-time enrollment trend over this period has been a rather steady increase with a sharper increase between the 1972-73 and 1973-74 terms. The second semester normally runs a lower enrollment than the first. When these enrollments are plotted on a graph the curves are essentially parallel for the total suggesting that no unusual factor is operating. This holds true also for the technical and transfer division breakdowns except 1973-74 second semester enrollment for the technical division is slightly higher than the first semester and the transfer division for the same period shows a slightly greater decrease in enrollment than normal.

Fig. 37. Total Full-time Enrollment (not FTE) at the Beginning of the Term 1969-70 Through 1973-74.

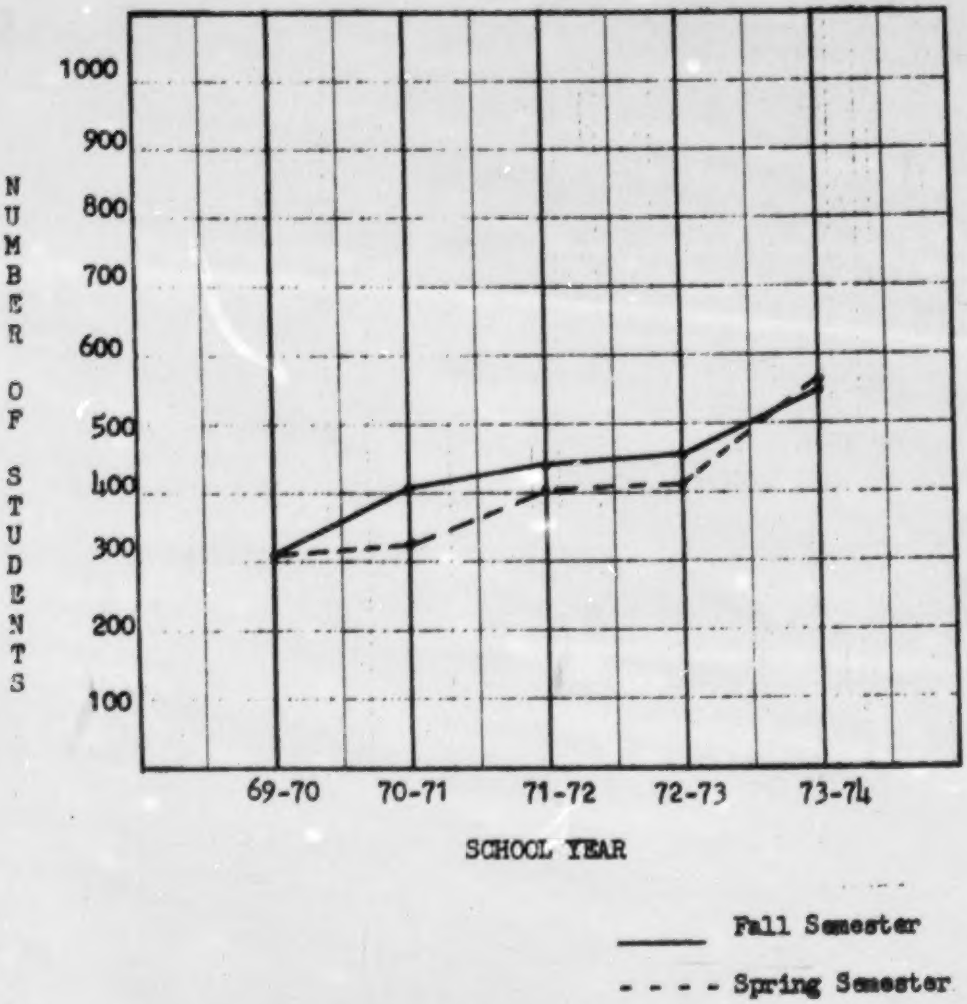


LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
ENROLLMENT

TABLE 47. TOTAL FULL-TIME ENROLLMENT (not FTE) AT THE BEGINNING OF THE TERM 1969-70 THROUGH 1973-74

SCHOOL YEAR	NUMBER OF STUDENTS ENROLLED		
	Fall Semester	Spring Semester	Difference
1969-70	702	700	- 2
1970-71	857	741	-116
1971-72	942	880	- 62
1972-73	975	898	- 77
1973-74	1416	1297	-119

Fig. 38. Technical Division Full-time Enrollment (not FTE) at the Beginning of the Term 1969-70 Through 1973-74.



LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
ENROLLMENT

TABLE 48.

TECHNICAL DIVISION FULL-TIME ENROLLMENT (not FTE) AT THE BEGINNING OF THE TERM 1969-70 THROUGH 1973-74

SCHOOL YEAR	NUMBER OF STUDENTS ENROLLED		
	Fall Semester	Spring Semester	Difference
1969-70	304	301	- 3
1970-71	402	323	- 79
1971-72	436	401	- 35
1972-73	449	414	- 35
1973-74	549	563	+ 14

Fig. 39. Transfer Division Full-time Enrollment (not FTE) at the Beginning of the Term 1969-70 Through 1973-74.

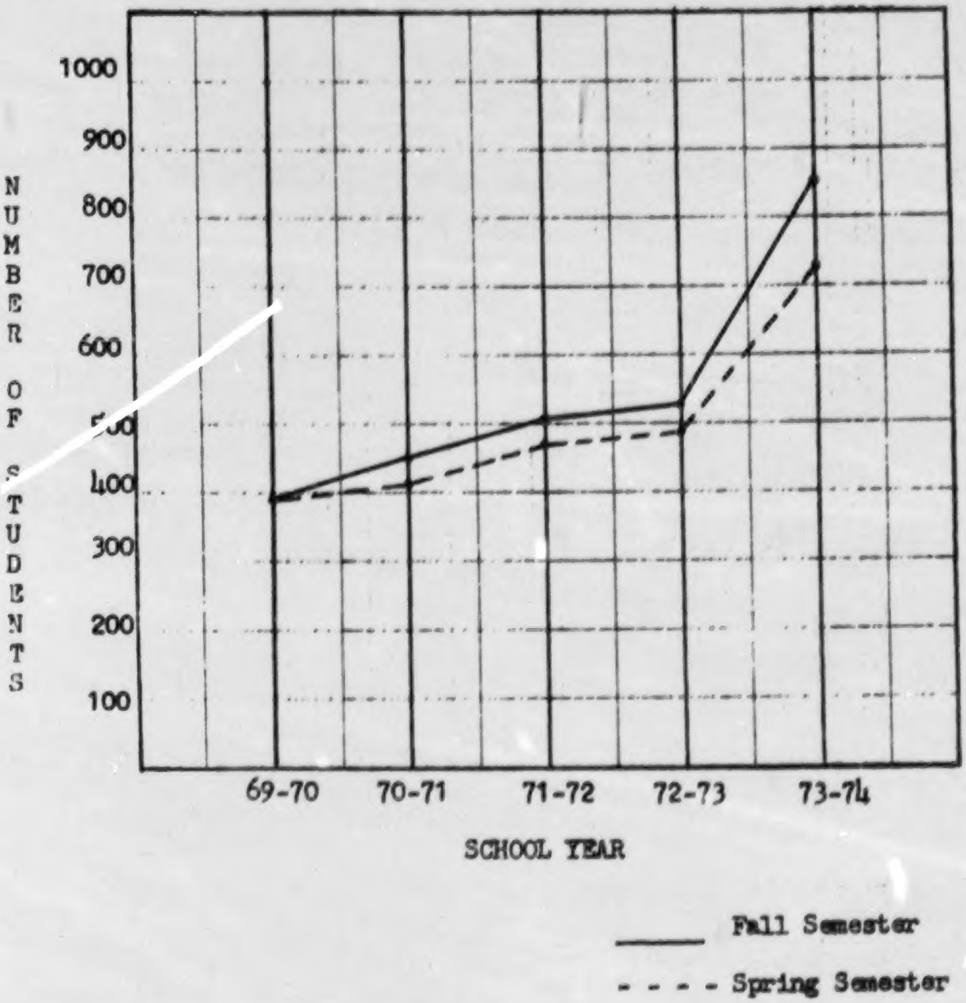


TABLE 49.

TRANSFER DIVISION FULL-TIME ENROLLMENT (not FTE) AT THE BEGINNING OF THE TERM 1969-70 THROUGH 1973-74

SCHOOL YEAR	NUMBER OF STUDENTS ENROLLED		
	Fall Semester	Spring Semester	Difference
1969-70	398	399	+ 1
1970-71	455	418	- 37
1971-72	506	479	- 27
1972-73	526	484	- 42
1973-74	867	734	- 133

PART EIGHT

QUANTITY OF EDUCATIONAL SERVICES

SUMMARY OF QUANTITY OF EDUCATIONAL SERVICES
1971-72 THROUGH 1973-74

METHOD

The number of sections on the printed schedules were counted for each of the six semesters 1971-72 through 1973-74.

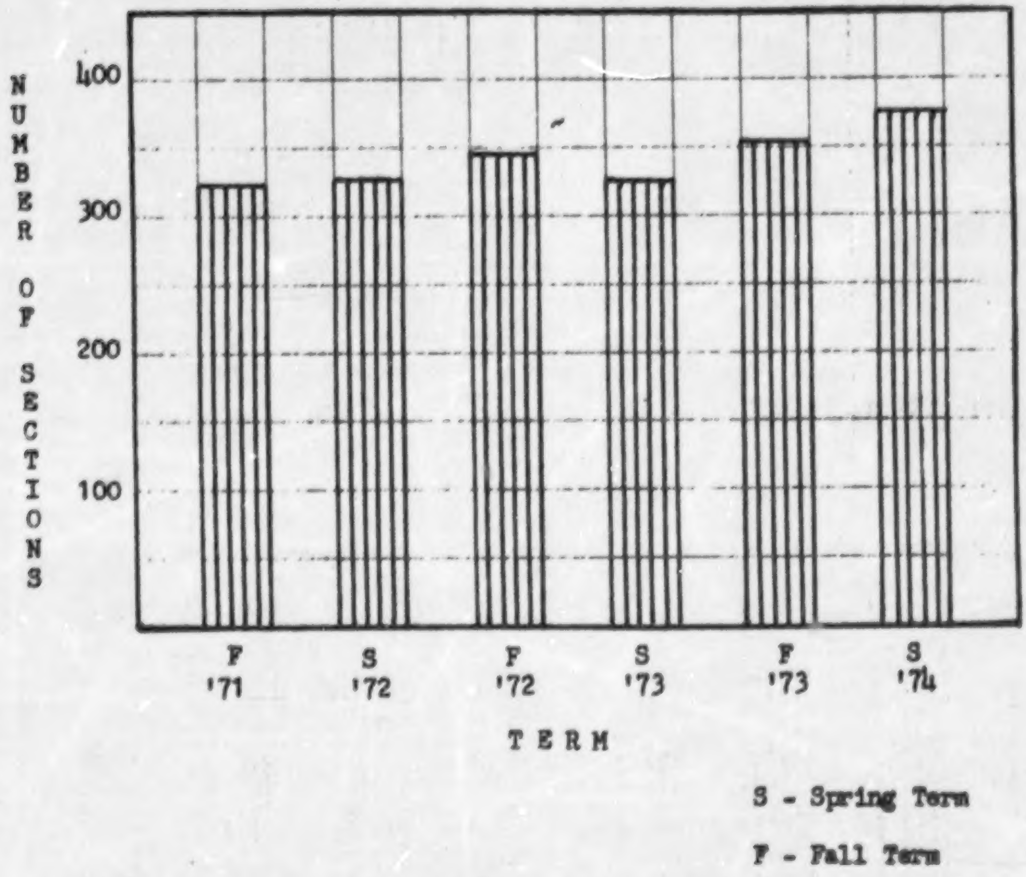
Totals by major subject area and program for the three terms spring 1973, fall 1973 and spring 1974 were also determined. No attempt was made to account for additions to the schedule or sections that were dropped.

RESULTS

The maximum range of the total number of sections is 53 sections with fewest number of sections during the fall 1971-72 semester and the greatest number of sections in the spring semester of 1974 with the four-day week. The total number of sections for the second semester 1973-74 (four-day week) is 48 sections greater than the second semester 1972-73. The breakdown into major subject areas and programs showed very little variation across the three terms spring 1973, fall 1973 and spring 1974 except the increase noted above.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
QUANTITY OF EDUCATIONAL SERVICES

Fig. 40. Total Number of Class Sections 1971-72 Through 1973-74.



LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
QUANTITY OF EDUCATIONAL SERVICES

TABLE 50. NUMBER OF TRANSFER DIVISION CLASS SECTIONS BY SUBJECT AREA

Subject	Number of Sections		
	Spring 1973	Fall 1973	Spring 1974
English 101 & 102	16	16	15
Other English	11	8	9
Speech 110	8	8	9
Other Speech	2	8	9
Math 102 & 121	6	7	6
Other Math	21	23	17
Bio., Bot., Zoo., Ana.	13	14	14
Physical Science	10	10	11
Chemistry & Physics	14	12	13
SSS 101 & 102, His 101 & 102	11	13	12
Other Social Science	15	13	12
Humanities 201 & 202	4	6	6
Philosophy & Religion	2	2	2
Art & Music	11	13	19
Foreign Language	7	6	7
Physical Education	29	28	27
Reading	8	10	17
Education	1	1	1
IDS	2	2	2
Orientation	2	1	2
TOTAL DAY SECTIONS	193	201	210
Off Campus	10	13	10
Night (On Campus)	26	33	33
TOTAL NIGHT AND OFF CAMPUS	36	46	43
TOTAL SECTIONS	229	247	253

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
QUANTITY OF EDUCATIONAL SERVICES

TABLE 51. NUMBER OF TECHNICAL DIVISION CLASS SECTIONS BY PROGRAM

Program	Number of Sections		
	Spring 1973	Fall 1973	Spring 1974
Auto Body	1	1	2
Auto Mechanics	4	6	2
Aviation	2	2	2
Business Related	29	28	30
Cosmetology	1	1	1
Engineering	3	3	
Forestry	8	11	8
Golf Course Mechanics			4
Golf Course Operations	9	10	12
Landscape Operations	8	10	9
Law Enforcement & Corrections	2	2	2
Masonry	1	1	2
Nursing	3	2	3
Park Management	5	5	6
Timber Harvesting	2	2	2
Welding	1	1	3
TOTAL DAY SECTIONS	79	85	88
Off Campus	4	4	10
Night	15	18	24
TOTAL NIGHT AND OFF CAMPUS	19	22	34
TOTAL SECTIONS	98	107	122

PART NINE

ANALYSIS OF GRADES

I

GRADE DISTRIBUTIONS TOTALS

SUMMARY OF ANALYSIS OF GRADES

METHOD

Two sets of computer data were available. The most useful of these was a print-out of the grade distributions by major subject areas for the second semester 1972-73 and the first and second semester 1973-74. Most desired distributions could be obtained from this data including a total and breakdowns by division. Grade distributions for selected subjects were investigated. These distributions included the required subjects of the transfer division and the larger elements of the technical division.

The second set of data was grade point averages by major field in the transfer division and program for the technical division. The number of reported students in many of these major fields and programs is too small for the comparative data to be of value.

RESULTS

The total grade distribution data shows a maximum variation of three percent for any grade across the three terms -- spring semester 1973, fall semester 1973 and spring semester 1974 (four-day week). The maximum percent in grade variation in the technical division is 4.5 per cent and in the transfer division five per cent. These grade maximum variations are for F in the total distribution and the transfer division distribution and A grades (an increase) in the technical division. In both of the F situations the slight increase in F grades is an increase each term, i.e., an increase in F percentage for the fall term 1973 over the spring term 1973 and an increase in F grades for the spring term 1974 over the fall term 1973. This consistent and progressive change strongly suggests some factor other than the four-day week is operating.

The selected subject grade distributions show a wide variation in pattern between subjects and across the three terms. The data here is insufficient to establish a normal expected grade variation as a basis for interpreting with reference to the four-day week.

The grade-point average differences for the larger majors and programs fall within a range of plus or minus .3. Again, the problem of normal variation cannot be solved with existing data.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

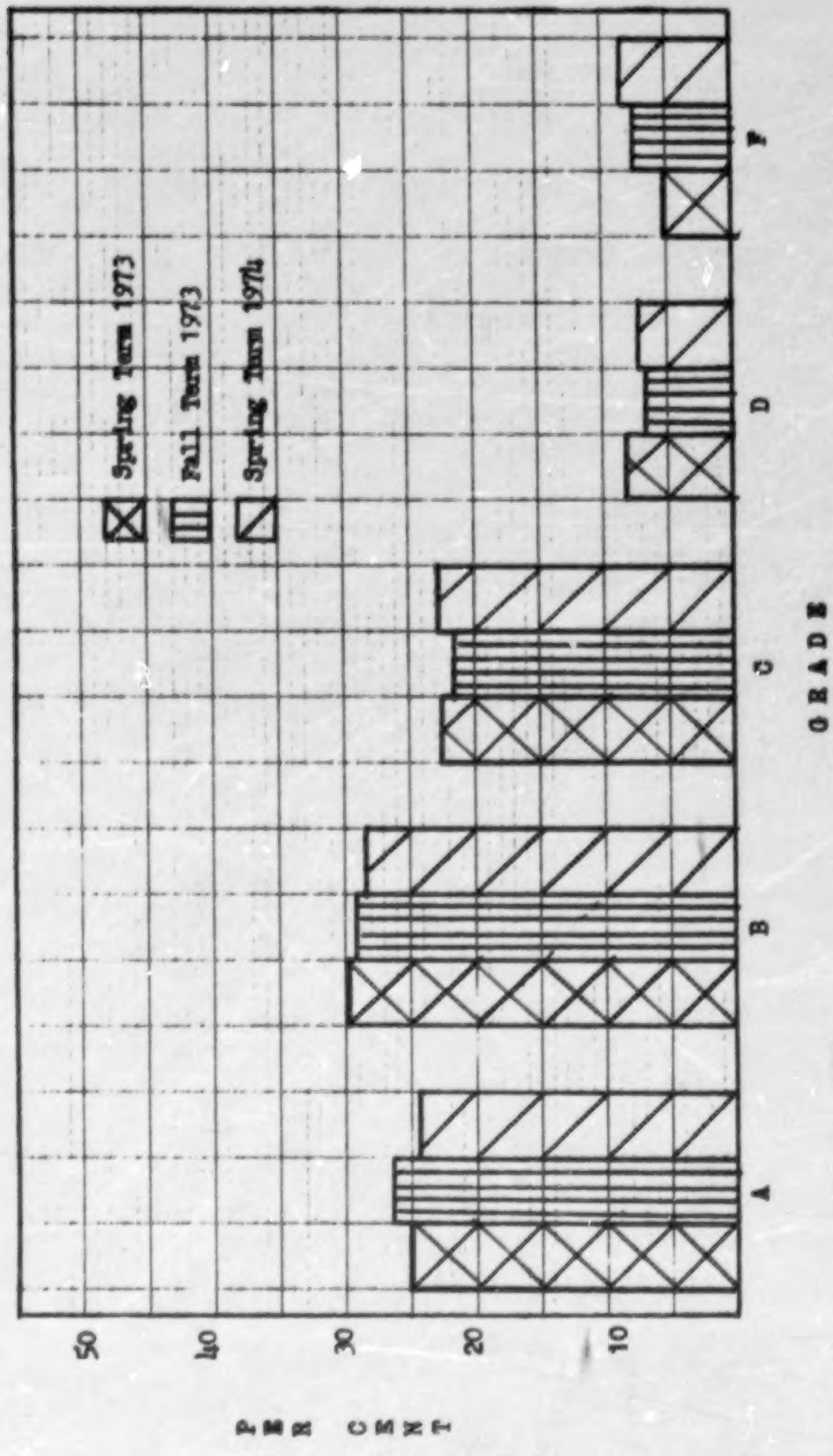


Fig. 41. Total Grade Distributions Technical Plus Transfer Divisions

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 52. Total Grade Distributions
Technical Plus Transfer Divisions

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	1711	25.19	2073	26.67	1802	24.67
B	2028	29.86	2271	29.22	2105	28.82
C	1538	22.65	1677	21.58	1674	22.92
D	545	8.03	522	6.72	523	7.16
F	384	5.65	576	7.41	634	8.68
I	194	2.86	363	4.67	306	4.19
S	101	1.49	23	.30	44	.60
U	12	.18	0	0.00	3	.04
W	240	3.53	223	2.87	171	2.34
X	38	.56	44	.57	42	.58
Total	6791	100	7772	100	7304	100

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

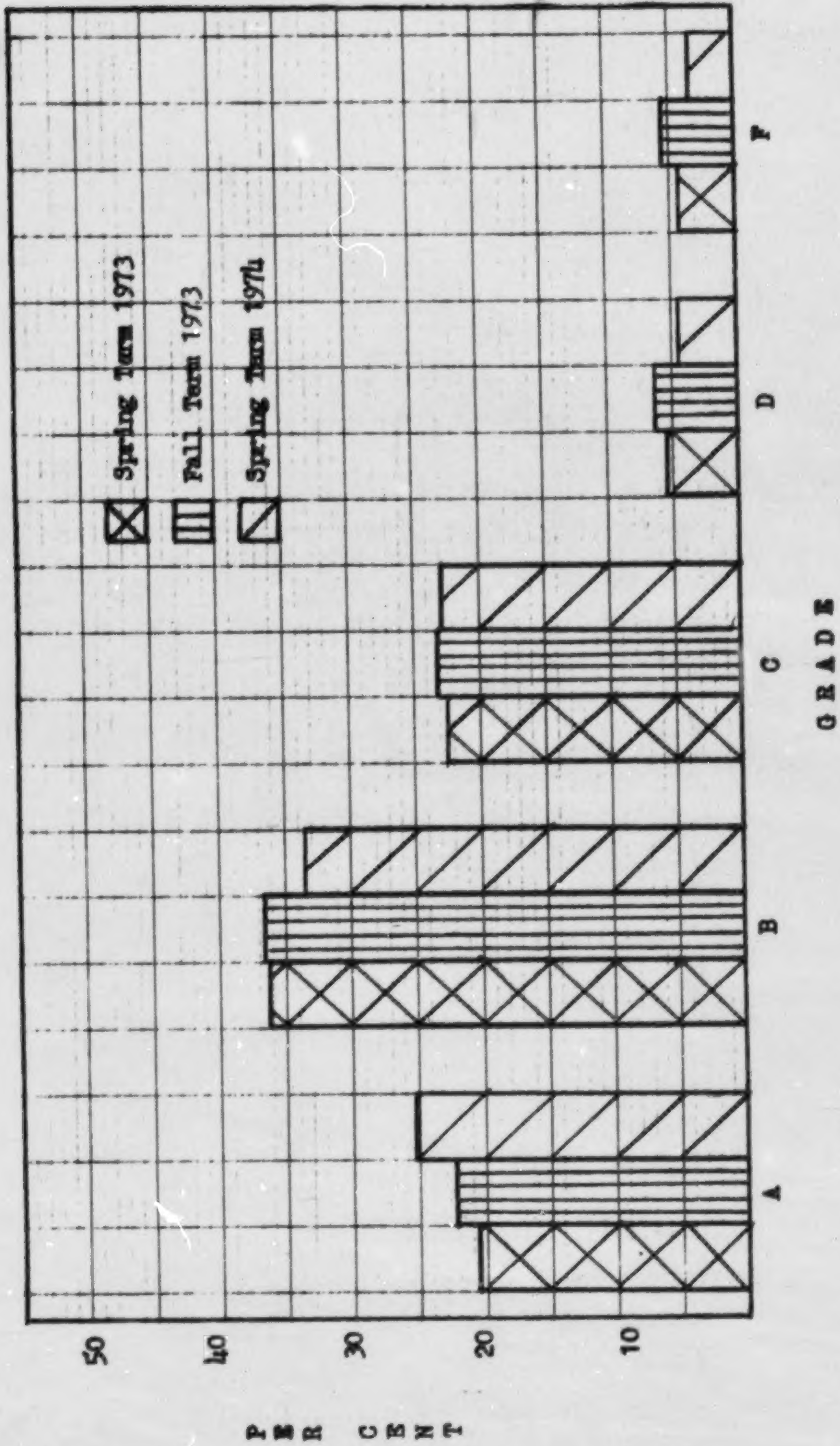


Fig. 42. Technical Division Total Grade Distributions

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 53. Technical Division Total Grade Distributions

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	410	20.74	618	22.34	6.44	25.25
B	725	36.67	1021	36.91	860	33.73
C	445	22.51	638	23.07	579	22.71
D	110	5.56	173	6.25	118	4.63
F	82	4.15	143	5.17	94	3.69
I	69	3.49	143	5.17	163	6.39
S	84	4.25	22	.80	40	1.57
U	9	.46	0	0.00	3	.12
W	38	1.92	1	.04	41	1.60
X	5	.25	7	.25	8	.31
Total	1977	100	2766	100	2550	100

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

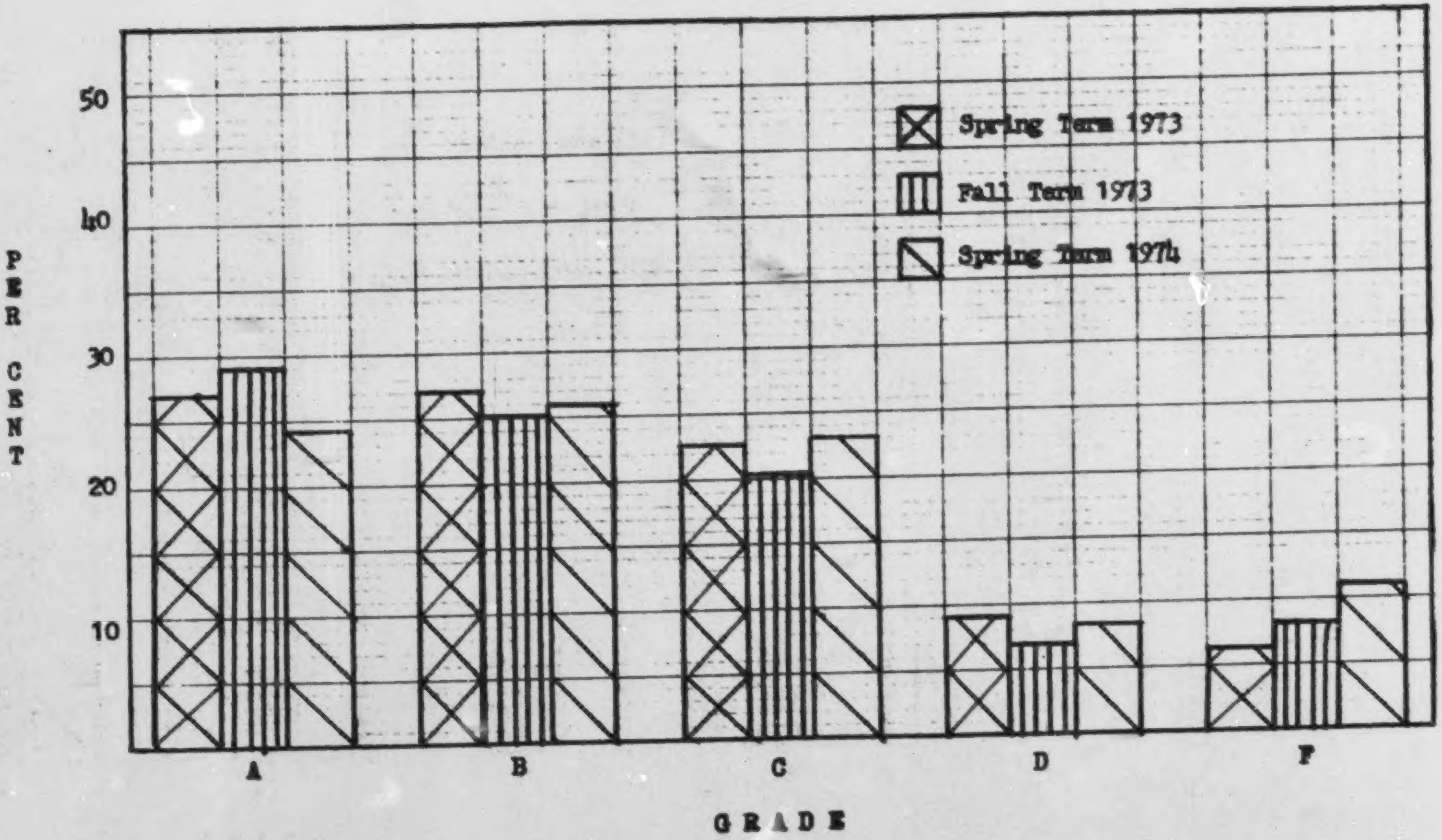


Fig. 43. Transfer Division Total Grade Distributions

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 54. Transfer Division Total Grade Distributions

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	1301	27.03	1455	29.07	1158	24.36
B	1303	27.07	1250	24.97	1245	26.19
C	1093	22.70	1039	20.76	1095	23.03
D	435	9.04	349	6.97	405	8.52
F	302	6.27	433	8.65	540	11.36
I	125	2.60	220	4.39	143	3.01
S	17	.35	1	.02	4	.08
U	3	.06	0	0.00	0	0.00
W	202	4.20	222	4.43	130	2.73
X	33	.68	37	.74	34	.72
Total	4814	100	5006	100	4754	100

II

TECHNICAL DIVISION SELECTED GRADE DISTRIBUTIONS

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

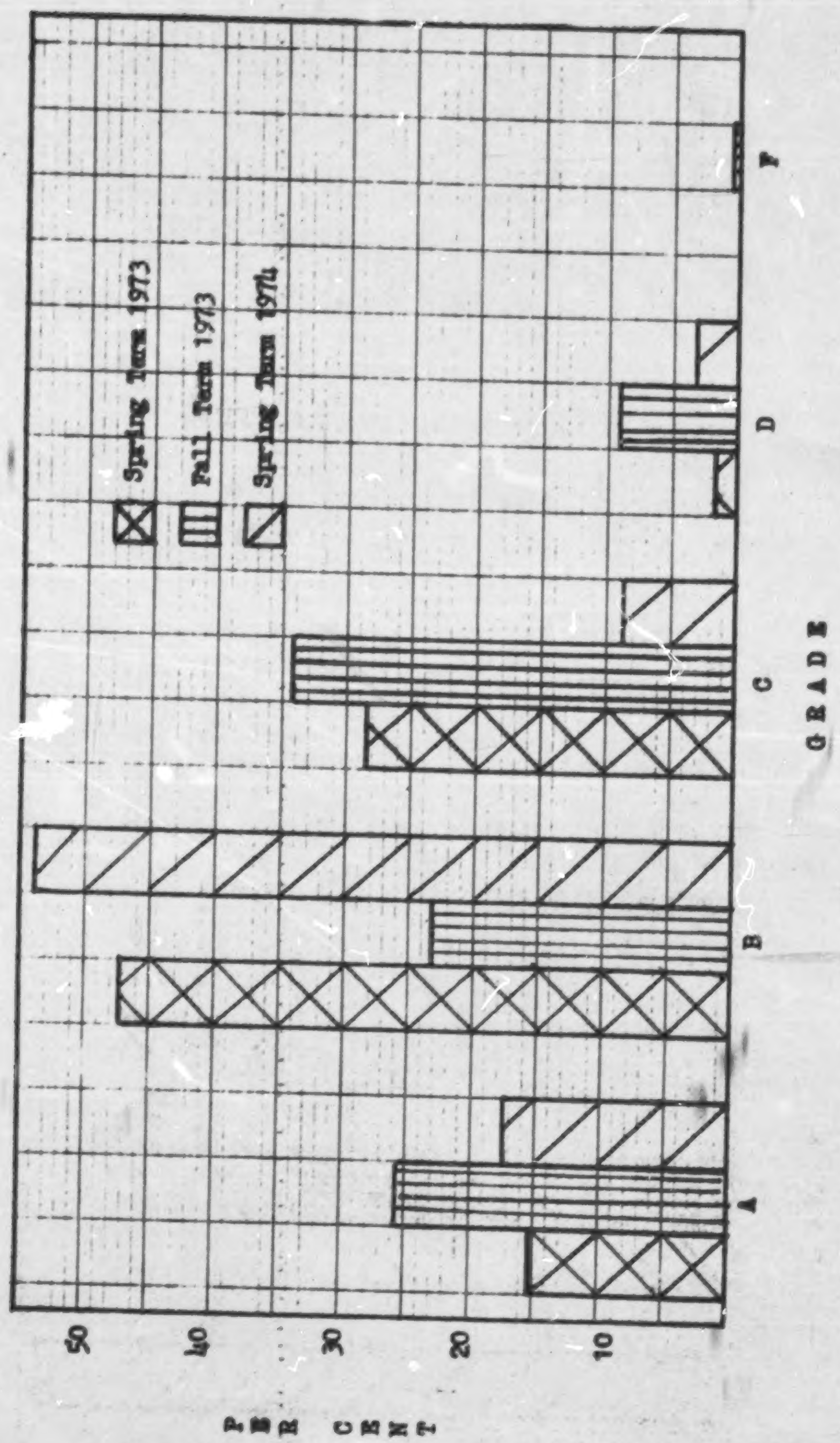


Fig. 44. AUM (Auto Mechanics) Grade Distributions

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 55. AUM (Auto Mechanics) Grade Distributions

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	19	15.57	40	25.81	16	17.58
B	58	47.54	36	23.23	49	53.85
C	35	28.69	53	34.19	8	8.79
D	2	1.64	14	9.03	3	3.30
F			1	.64		
I	7	5.74	11	7.10	14	15.38
S						
U						
W	1	.82			1	1.10
X						
Total	122	100	155	100	91	100

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

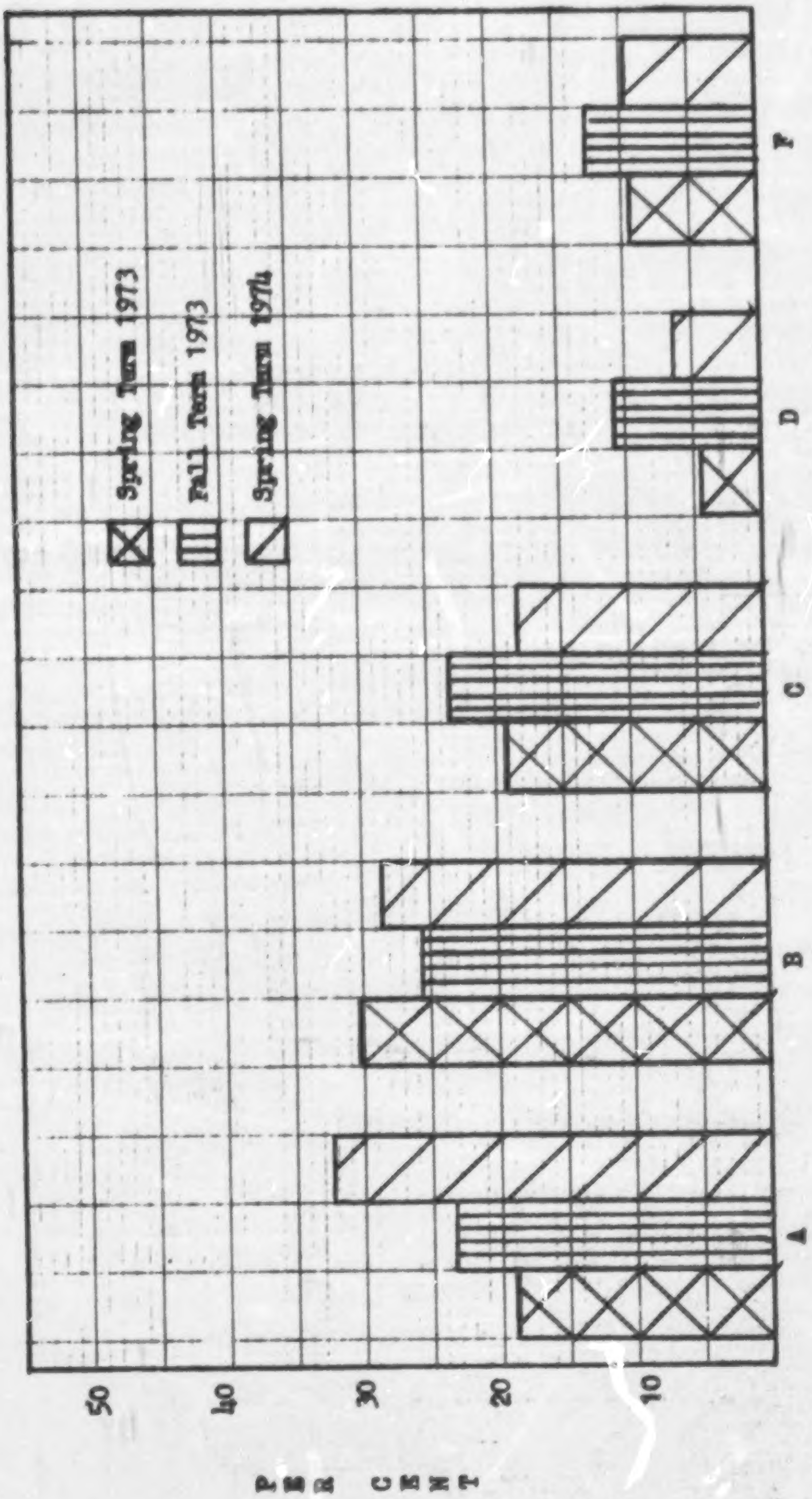


Fig. 45. Business Related Courses

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 56. BUSINESS RELATED COURSES

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	97	19.06	143	23.60	188	32.41
B	153	30.06	156	25.74	165	28.45
C	99	19.44	142	23.43	106	18.28
D	23	4.52	66	10.89	36	6.21
F	49	9.63	77	12.70	57	9.83
I	12	2.36	20	3.30	5	.86
S	45	8.84	0	0.00	0	0.00
U	9	1.77	0	0.00	0	0.00
W	19	3.73	1	.17	16	2.76
X	3	.59	1	.17	7	1.20
Total	509	100	606	100	580	100

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

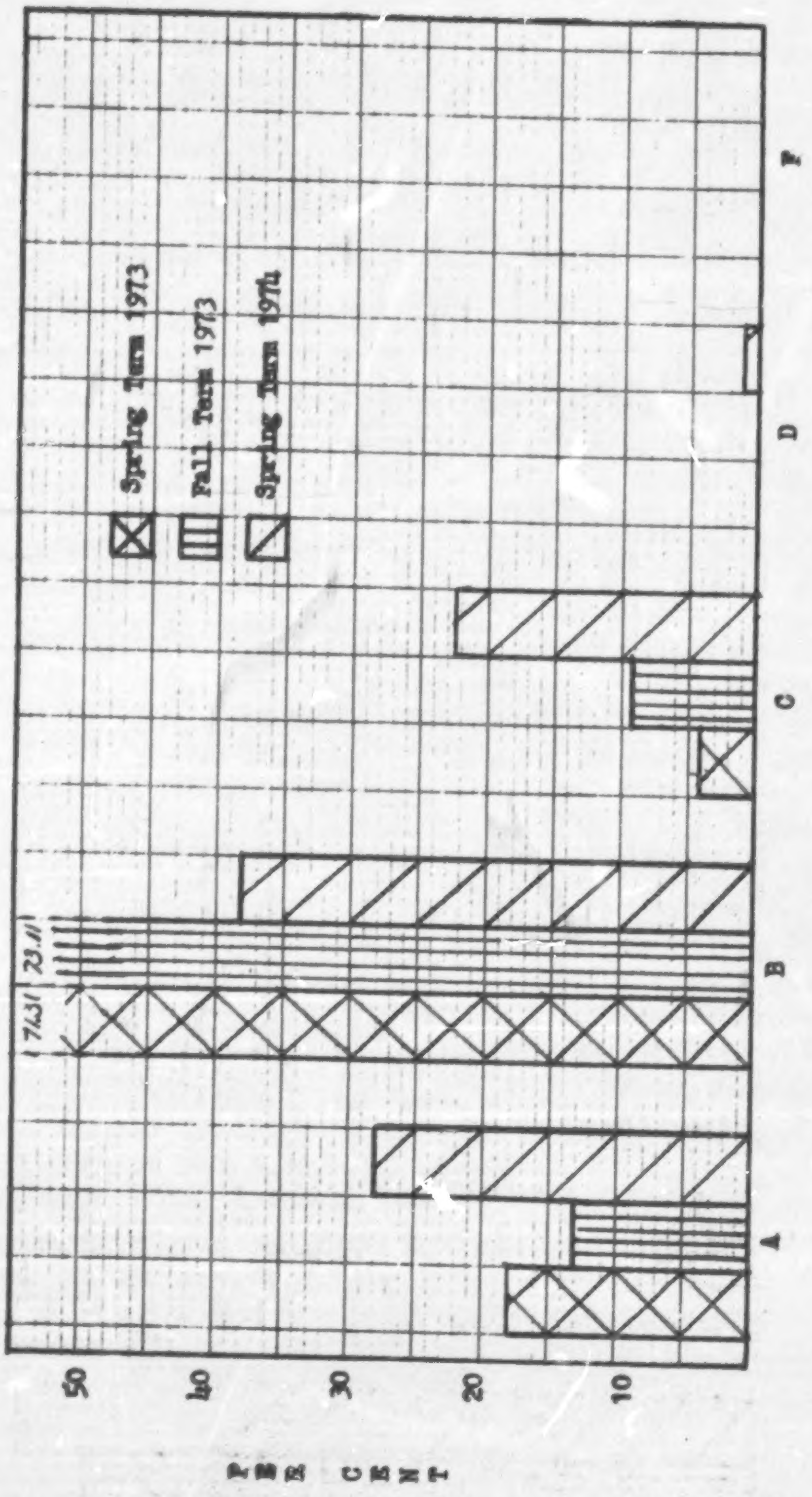


Fig. 46. COR (Corrections) Grade Distributions

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 57. COR (Corrections) Grade Distributions

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	22	18.03	65	12.95	103	27.99
B	87	71.31	367	73.11	140	38.04
C	5	4.10	48	9.56	83	22.55
D					4	1.09
F						
I	7	5.74	22	4.38	25	6.79
S						
U						
W	1	.82			13	3.54
X						
Total	122	100	502	100	368	100

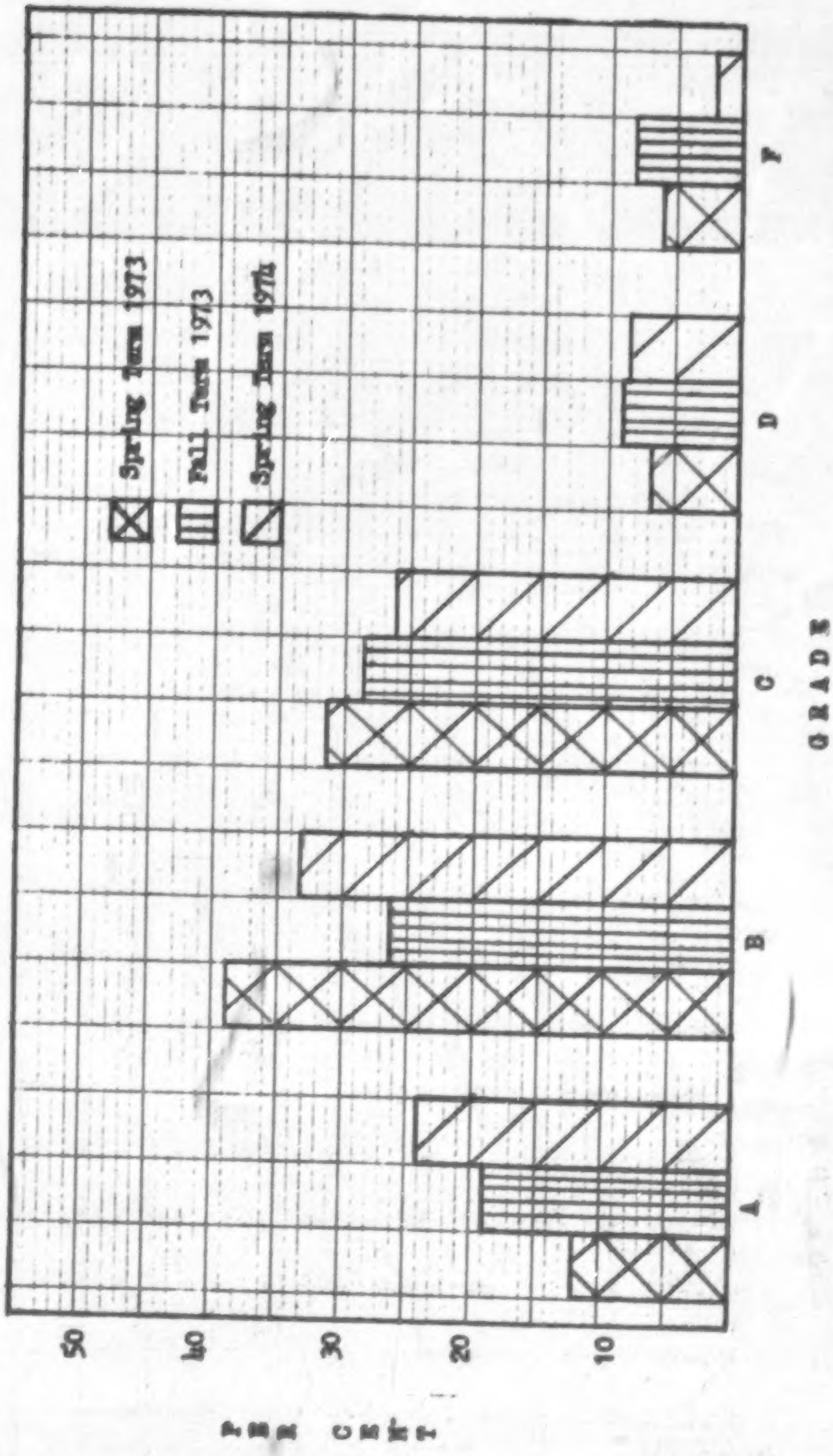


Fig. 47. FOR (Forestry) Grade Distributions, Courses with FOR Prefix

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 58. FOR (Forestry) Grade Distributions
Courses with FOR Prefix

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	16	11.94	25	18.80	36	24.00
B	52	38.80	35	26.32	50	33.33
C	42	31.34	38	28.57	39	26.00
D	9	6.72	12	9.02	13	8.67
F	8	5.97	11	8.27	3	2.00
I	5	3.73	10	7.52	3	2.00
S					3	2.00
U					3	2.00
W	1	.75	2	1.50		
X	1	.75				
Total	134	100	133	100	150	100

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

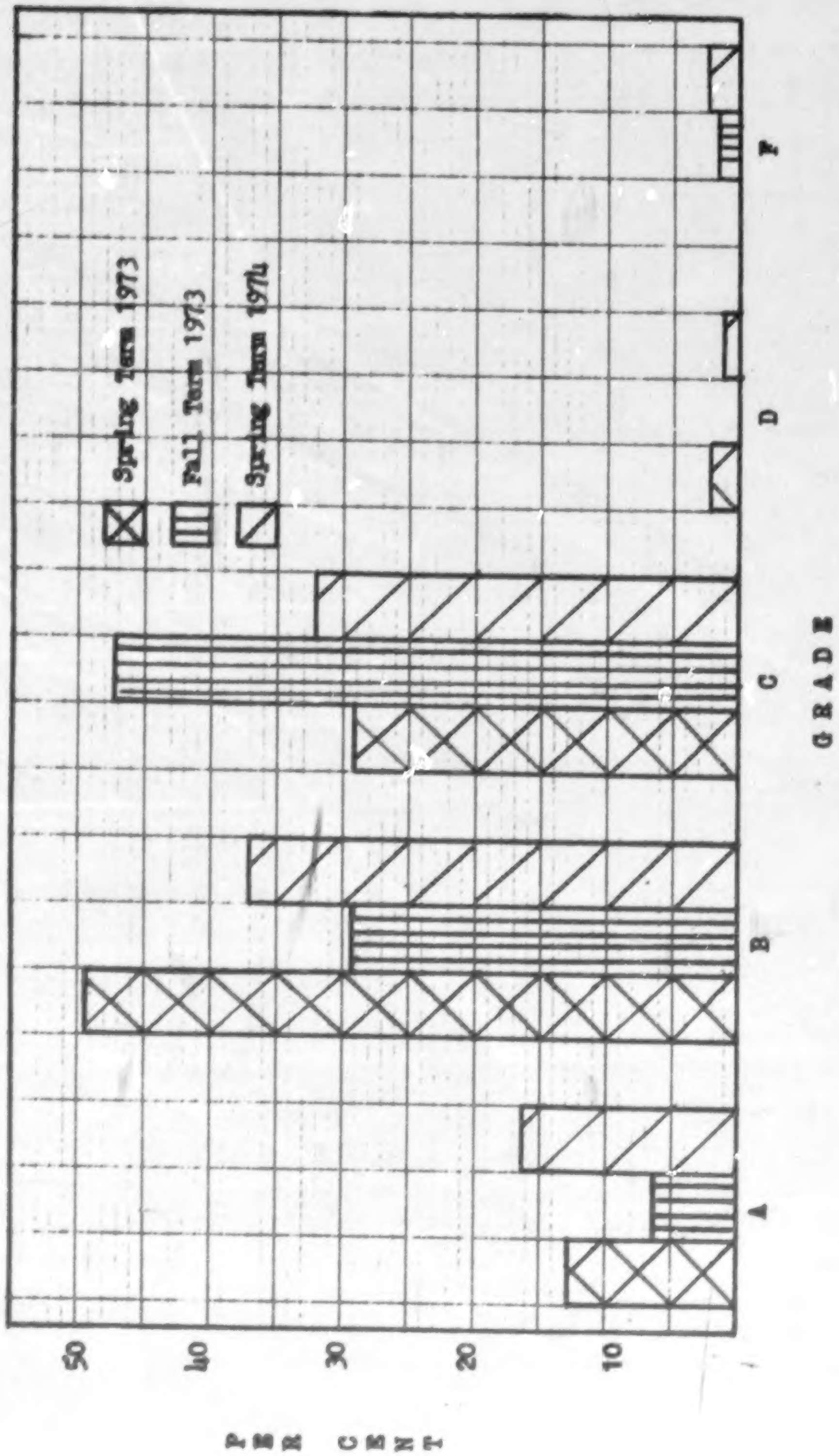


Fig. 48. NUR (Nursing) Grade Distributions

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 59. NUR (Nursing) Grade Distributions

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	12	12.90	4	6.56	14	16.67
B	46	49.46	18	29.51	31	36.90
C	27	29.03	29	47.54	27	32.14
D	2	2.15	0	0.00	1	1.19
F	0	0.00	1	1.64	2	2.38
I	5	5.38	6	9.83	8	9.53
S						
U						
W						
X	1	1.08	3	4.92	1	1.19
Total	93	100	61	100	84	100

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

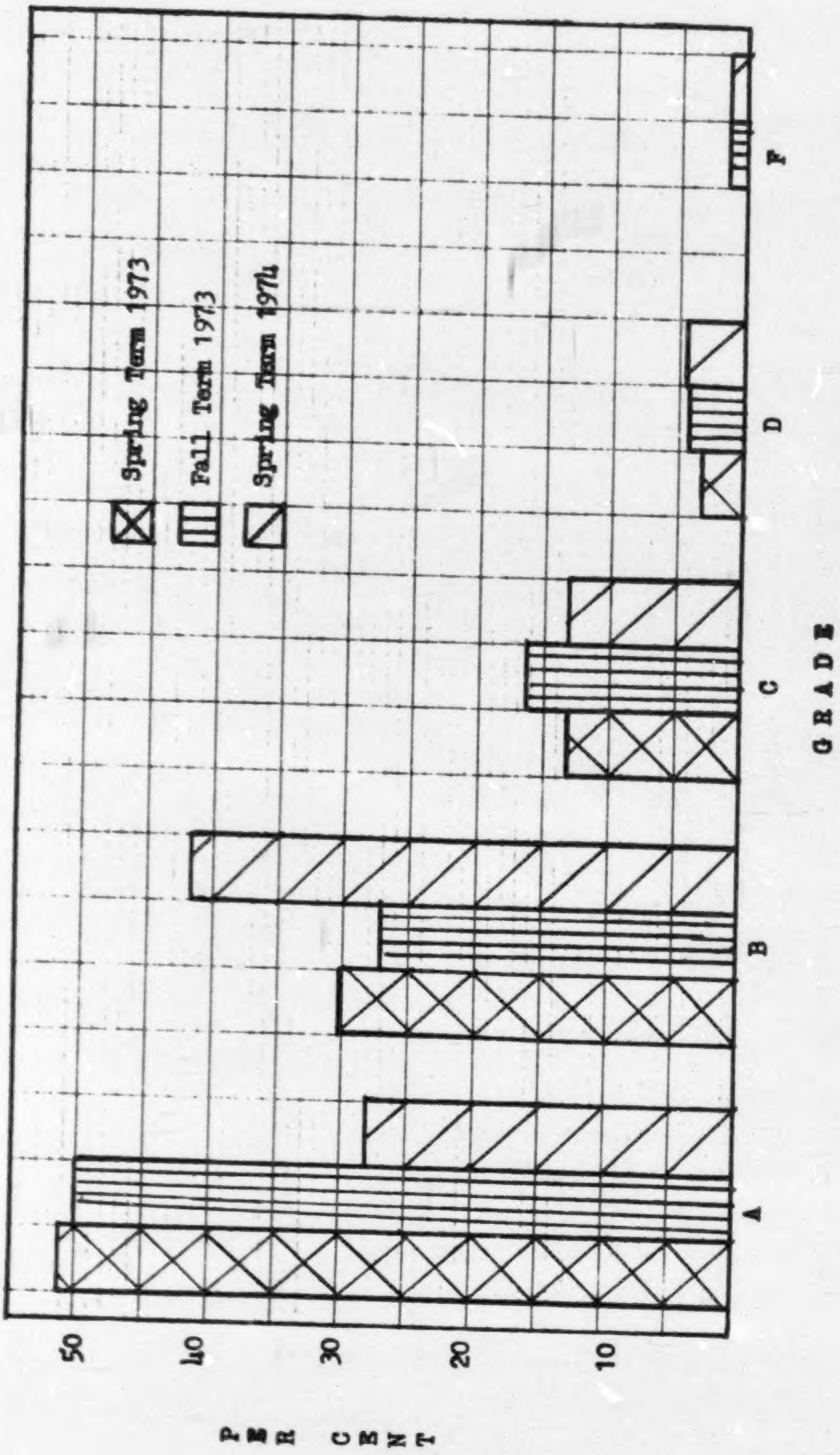


Fig. 49. ORH (Golf and Landscape) Grade Distributions, Courses with ORH Prefix

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 60. ORH (Golf and Landscape) Grade Distributions
Courses with ORH Prefix

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	102	51.26	70	50.00	59	27.96
B	60	30.15	38	27.14	88	41.71
C	26	13.06	23	16.43	49	23.22
D	6	3.02	6	4.29	10	4.74
F			2	1.43	3	1.42
I	2	1.00	1	.71	2	.95
S						
U						
W	3	1.51				
X						
Total	199	100	140	100	211	100

III

TRANSFER DIVISION SELECTED GRADE DISTRIBUTIONS

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

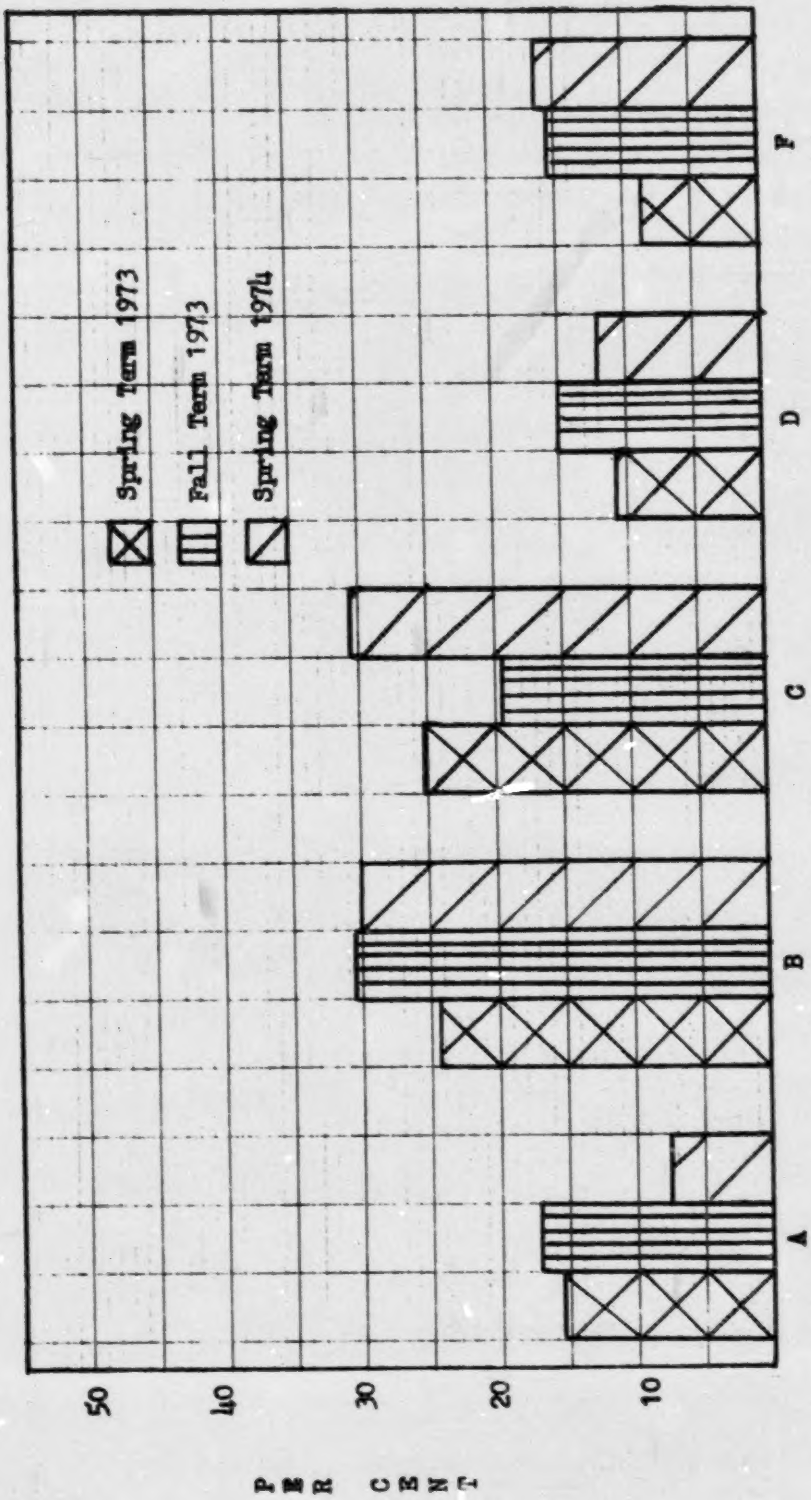


Fig. 50. BIO (Biology) Grade Distrutions, Does Not Include BOT and ZOO

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 61. BIO (Biology) Grade Distributions. Does Not Include BOT and ZOO.

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	84	15.58	59	17.10	40	7.53
B	130	24.12	106	30.72	160	30.13
C	137	25.42	67	19.42	164	30.89
D	59	10.95	52	15.07	64	12.05
F	47	8.72	54	15.65	87	16.39
I	16	2.97	3	.88	5	.94
S						
U						
W	65	12.06			9	1.69
X	1	.18	4	1.16	2	.38
Total	539	100	345	100	531	100

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

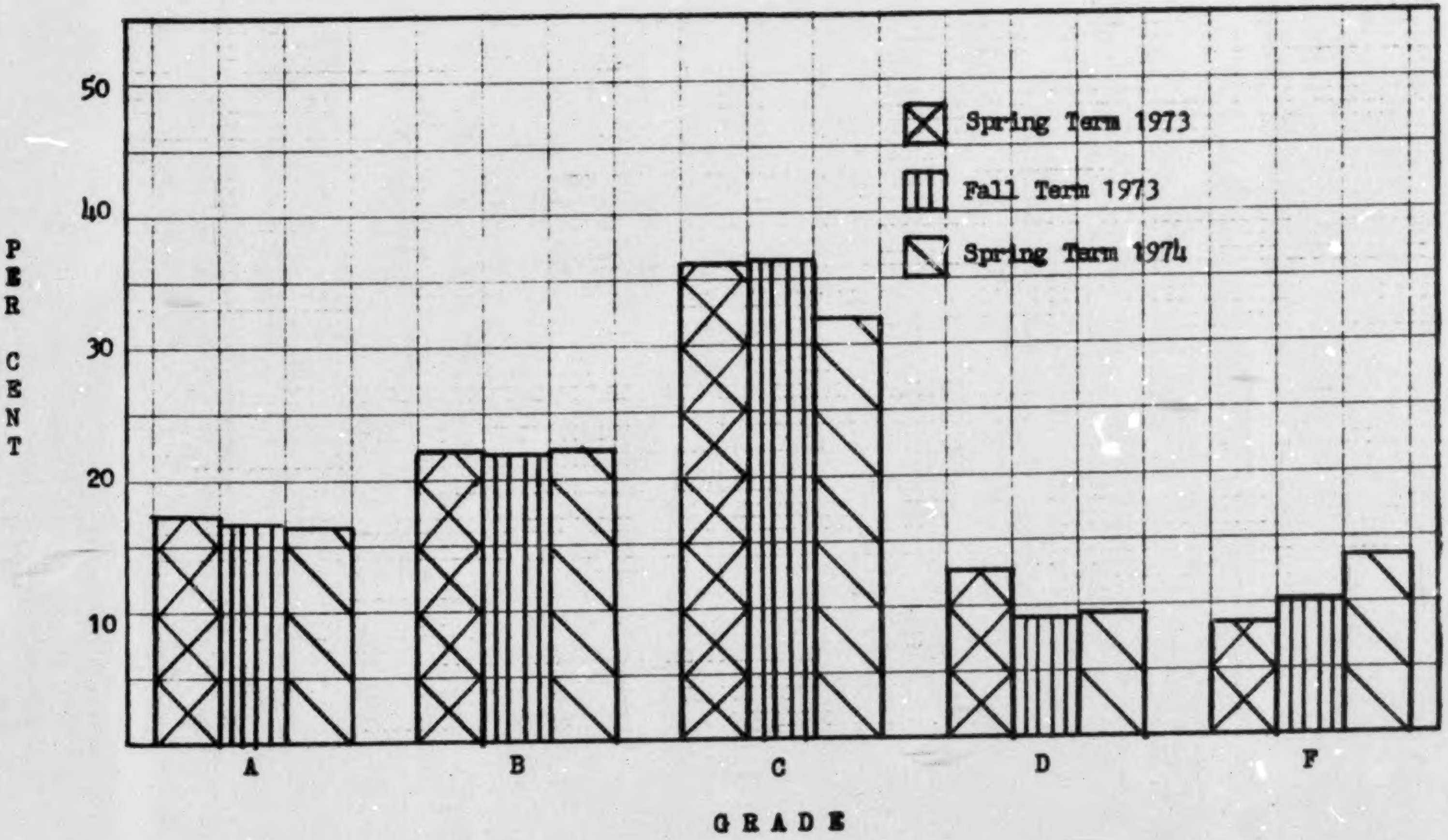


Fig. 51. ENG (English) Grade Distributions, All ENG Courses Including ENG 160 (Reading) But Not LIT and JOU

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 62. ENG (English) Grade Distributions
All ENG Courses Including ENG 160 (Reading) But Not LIT and JOU.

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	102	17.35	120	16.74	90	16.33
B	132	22.45	158	22.04	122	22.14
C	213	36.23	263	36.68	176	31.94
D	74	12.58	65	9.06	53	9.63
F	52	8.84	73	10.18	75	13.61
I	8	1.36	36	5.02	11	2.00
S					1	.18
U						
W	7	1.19			20	3.63
X			2	.28	3	.54
Total	588	100	717	100	551	100

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

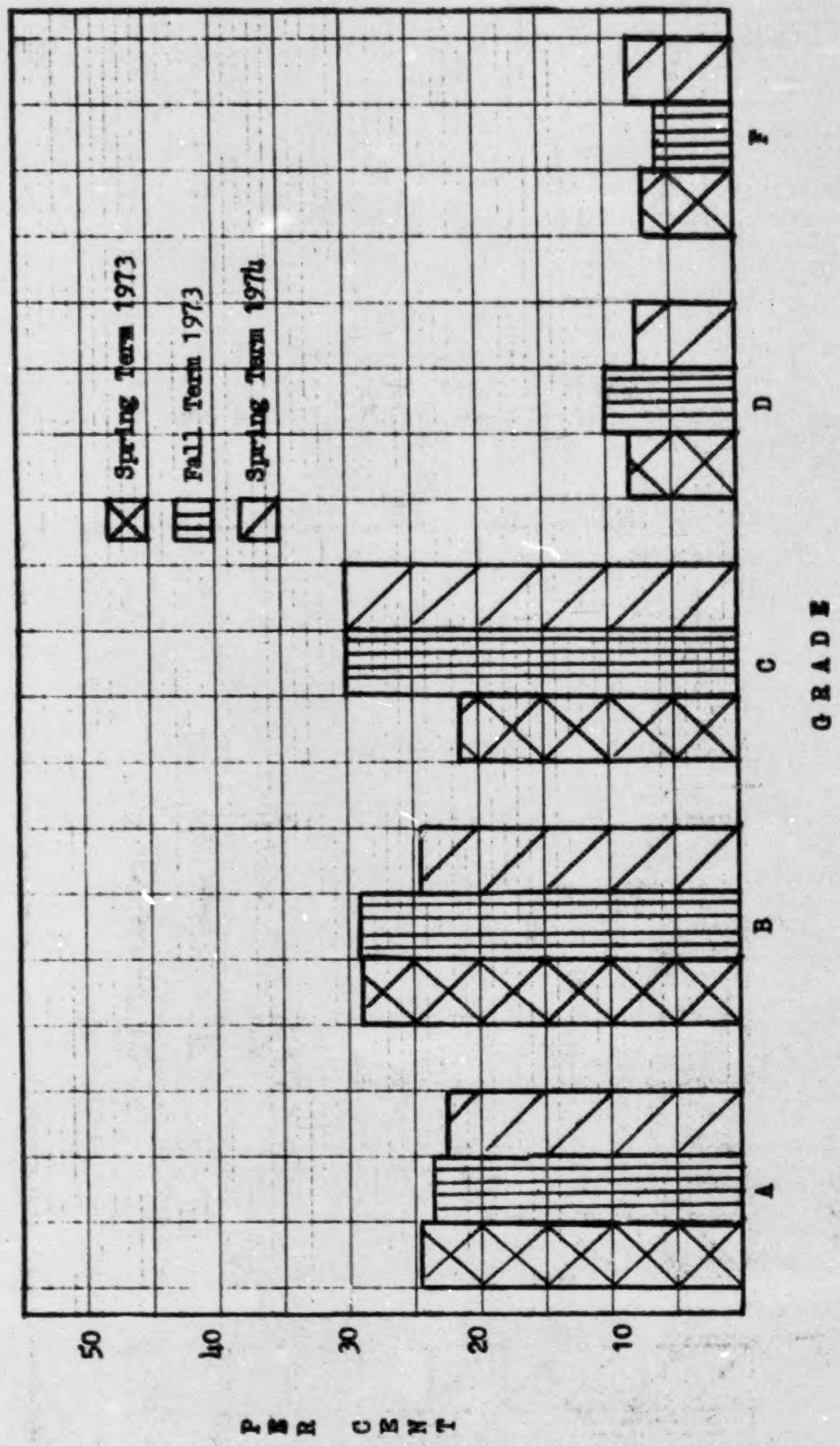


Fig. 52. HIS (History) Grade Distributions,
HIS Spring 1973 and HIS Plus SSS (Survey of Social Science) Fall 1973 and Spring 1974

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 63. HIS (History) Grade Distributions. HIS Spring 1973 and HIS Plus SSS (Survey of Social Science) Fall 1973 and Spring 1974.

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	102	24.40	84	23.53	88	22.74
B	121	28.95	104	29.13	94	24.29
C	90	21.53	109	30.54	118	30.49
D	35	8.37	36	10.08	30	7.75
F	29	6.94	21	5.88	31	8.01
I	14	3.35	3	.84	13	3.36
S						
U						
W	27	6.46			10	2.58
X					3	.78
Total	418	100	357	100	387	100

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

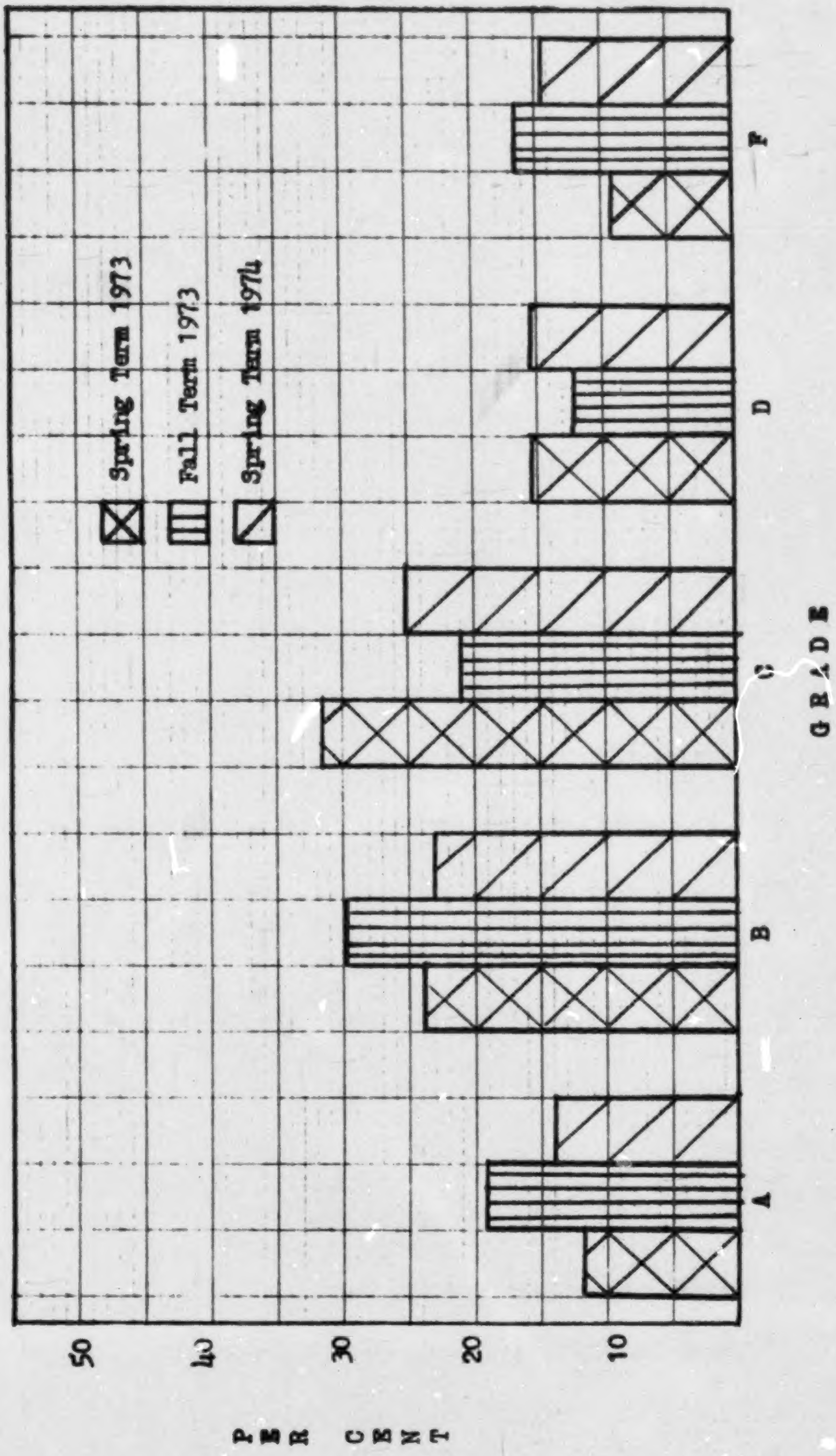


Fig. 53. HUM (Humanities) Grade Distributions

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 64. HUM (Humanities) Grade Distributions

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	30	11.86	48	19.05	35	13.72
B	60	23.72	75	29.76	59	23.14
C	80	31.62	53	21.03	65	25.49
D	40	15.81	31	12.30	40	15.69
F	23	9.09	42	16.67	37	14.51
I	6	2.37	2	.79	5	1.96
S					1	.39
U						
W	13	5.14			13	5.10
X	1	.39	1	.40		
Total	253	100	252	100	255	100

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

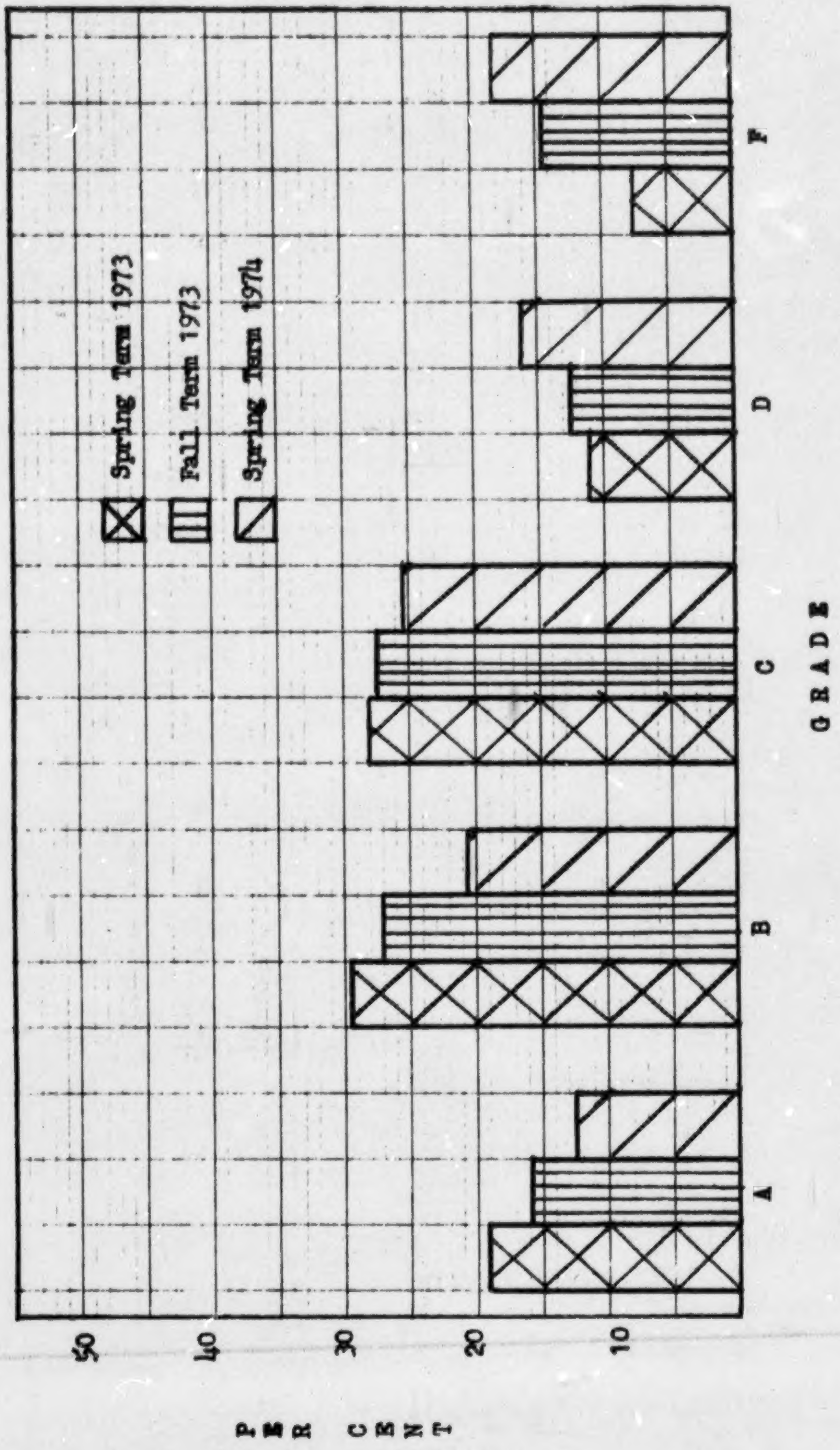


Fig. 54. HS (Physical Science) Grade Distributions

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 65. **PHS (Physical Science) Grade Distributions**

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	133	19.14	98	15.63	93	12.13
B	206	29.64	169	26.95	158	20.60
C	195	28.06	172	27.43	203	26.47
D	77	11.08	78	12.44	125	16.30
F	53	7.62	90	14.36	139	18.12
I	3	.43	15	2.39	11	1.43
S						
U						
W	28	4.03			35	4.56
X			5	.80	3	.39
Total	695	100	627	100	767	100

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

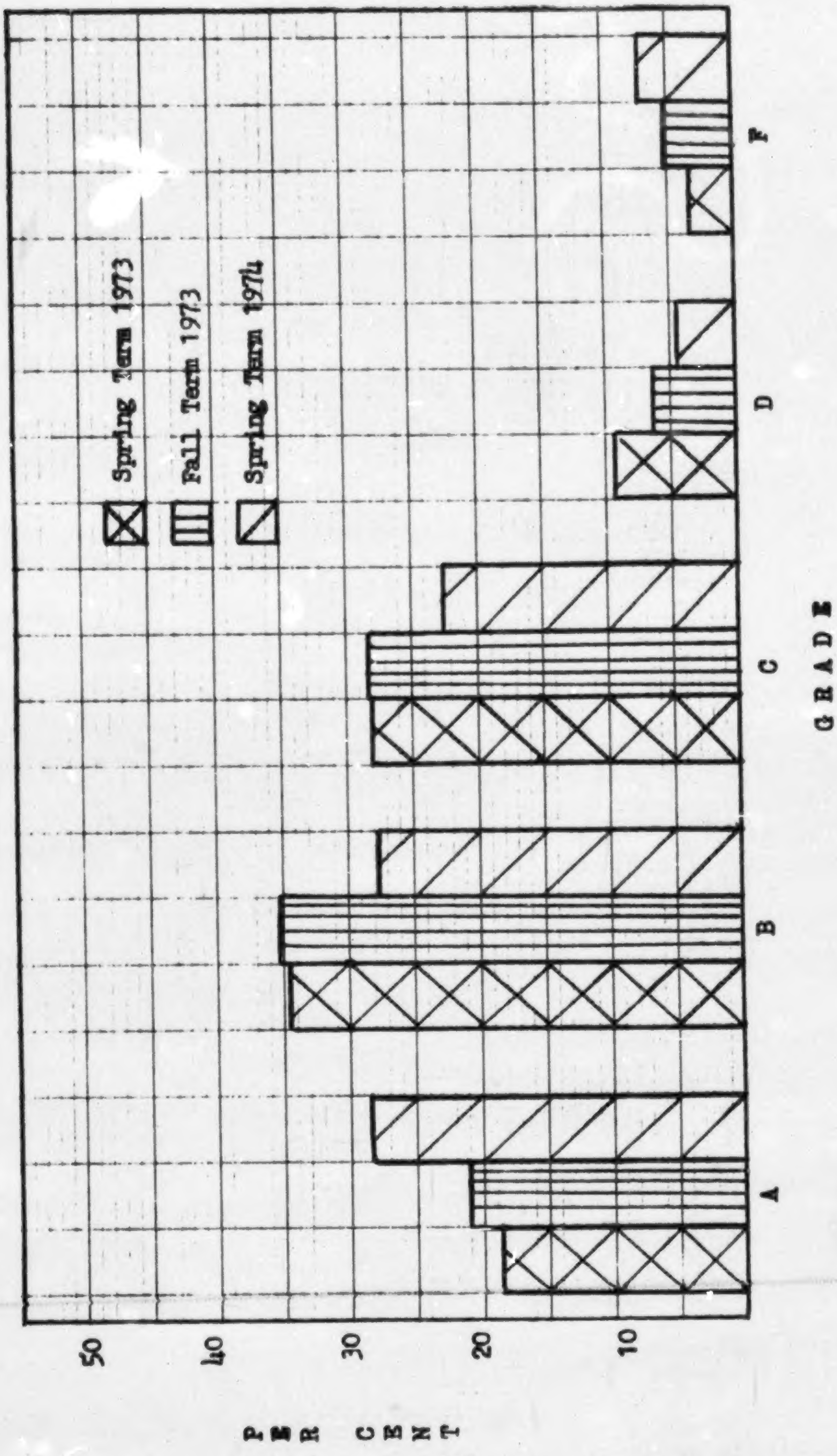


Fig. 55. SPE (Speech Grade Distributions

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
GRADE DISTRIBUTIONS FOR SELECTED SUBJECTS

TABLE 66. SPE (Speech) Grade Distributions

Grade	Spring Semester 1973		Fall Semester 1973		Spring Semester 1974	
	No.	%	No.	%	No.	%
A	40	18.78	38	20.99	64	28.57
B	73	34.27	64	35.36	62	27.68
C	60	28.17	52	28.73	51	22.78
D	20	9.39	11	6.08	10	4.46
F	7	3.28	9	4.97	16	7.14
I	6	2.82	7	3.87	13	5.80
S						
U						
W	6	2.82			7	3.12
X	1	.47			1	.45
Total	213	100	181	100	224	100

IV

GRADE-POINT AVERAGES

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
MEAN GRADE-POINT AVERAGES BY PROGRAM

TABLE 67.
TECHNICAL DIVISION MEAN GRADE-POINT AVERAGES BY CLOCK-HOUR PROGRAM

Program	Fall Semester 1973		Spring Semester 1974		G.P.A. Differences
	G.P.A.	No. Students	G.P.A.	No. Students	
ABF Auto-Body	2.33	13	2.11	21	- .22
AIM Aviation	2.20	10	2.12	14	- .08
AUM Auto-Mech.	2.62	47	2.71	53	+ .09
COY COSMETOLOGY	2.00	12	2.00	20	—
MAY Masonry	2.67	31	2.70	37	+ .03
WEL Welding	2.73	18	2.80	33	+ .07

* S - U grading system.

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
MEAN GRADE-POINT AVERAGES BY PROGRAM

TABLE 68.
TECHNICAL DIVISION MEAN GRADE-POINT AVERAGES BY SEMESTER-HOUR PROGRAM

Program	Fall Semester 1973		Spring Semester 1974		G.P.A. Difference
	G.P.A.	No. Students	G.P.A.	No. Students	
30 Business	2.54	17	2.81	25	+.27
33 Data Proc.	2.86	5	2.37	6	-.49
36 Exec. Secy.	3.17	11	2.86	12	-.31
38 Golf	2.82	63	2.76	62	-.06
40 Landscape	2.72	22	2.50	17	-.22
42 Legal Secy.	2.67	2	2.80	3	+.13
44 Med. Secy.	2.88	2	2.62	2	-.26
46 Mark. Manag.	1.42	3	3.02	16	+1.60
48 Nursing	2.66	36	2.32	44	-.34
50 Park Manag.	2.47	35	2.57	36	+.10
51 Police Sci.	2.80	5	2.54	6	-.26
52 Forestry	2.32	72	2.58	79	+.26
53 Real Estate	1.56	1	3.08	6	+1.52
80 Clerical	1.90	6	1.57	7	-.33
83 Data Proc.	1.00	2	1.74	2	+.74
88 Forestry	2.46	6	2.22	5	-.24
90 Secy. Sci.	2.59	7	2.40	5	-.19
92 Timber Harv.	2.73	7	2.11	7	-.62

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
MEAN GRADE-POINT AVERAGES BY PROGRAM

TABLE 69.

TRANSFER DIVISION MEAN GRADE-POINT AVERAGES BY PROGRAM

Program	Fall Semester 1973		Spring Semester 1974		G.P.A. Difference
	No. Students	Mean G.P.A.	No. Students	Mean G.P.A.	
00 Unclassified	26	2.55	18	2.62	+ .07
02 General Course	196	2.55	187	2.38	– .17
05 Pre-Agriculture	8	3.05	7	3.17	+ .12
06 Pre-Building	5	3.01	5	3.05	+ .04
08 Pre-Business	30	2.53	32	2.45	– .08
10 Pre-Education	52	2.80	48	2.51	– .29
11 Pre-Data-Proc.	3	3.47	3	2.93	– .54
12 Pre-Engineering	12	2.54	11	2.88	+ .34
14 Pre-Forestry	18	2.44	21	2.44	± .00
16 Pre-Dent, Med. Vet.	25	2.69	25	2.84	+ .15
18 Pre-Police Science	10	2.28	12	2.29	+ .01
20 Pre-Law	7	3.04	7	2.70	– .34
22 Pre-Pharmacy	4	3.75	5	3.34	– .41
24 Pre-Ministry	2	3.31	3	3.18	– .13
26 Pre-Corrections	35	2.96	30	2.68	– .28
29 Other	4	2.36	6	2.50	+ .14

PART TEN

ENERGY CONSUMPTION ANALYSIS

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
ENERGY

SUMMARY ENERGY CONSUMPTION ANALYSIS

METHOD

Dean Sparkman, office of Business Services, prepared the tables of energy costs and savings and energy consumption for the years 1970 through 1974. Mean temperatures were secured from the National Climatic Center.

RESULTS

The total energy saving program including the four-day week did save energy. The actual decrease in energy used compared with 1973 was 107,204 Kw of electricity, 36,303 gallons of fuel oil, 3,064 gallons of LP gas and 1,705 gallons of gasoline. The proportion of these savings that should be attributed to the four-day week cannot be determined. The use of a factor of one-fifth more attributed to the four-day week has hazards and amounts only to a guess. As a matter of hindsight, in order to establish a reasonable estimate of the proportion of the total energy saved by the deletion of one day would require careful advance planning and recording on a weekly (four-day) and the single day basis. It would almost certainly require a change in some of our metering devices etc. This writer doesn't like to even think about the variables and details of this problem.

Electrical usage is further confused by the addition of new buildings that were heated and cooled by electricity. This obviously means an increased amount of electricity consumed and a factor in the total consumption of electricity.

Unfortunately, for comparative purposes, the mean temperature for January was much warmer than normal. Actually the mean January temperature for 1974 was 14.5 degrees higher than the mean January temperature for 1973. The mean temperature for the entire quarter 1974 was 4.5 degrees above 1973. A comparison of mean quarterly temperatures and amount of fuel oil consumed suggests that a five degree variation in mean temperature makes a difference of approximately 10,000 gallons. As noted above the mean temperature difference between 1973 and 1974 was 4.5 degrees. The fuel oil savings was 36,303 gallons. Roughly one third of the fuel saving can be attributed to the warmer weather. We can reasonably extend this to other heating as a good guess of the variation of energy consumption due to different temperatures.

LAKE CITY COMMUNITY COLLEGE
ENERGY CONSERVATION PLAN

December 12, 1973

HEATING, VENTILATING AND AIR CONDITIONING

AC-1 Lower thermostats to 68 degrees for winter operation and raise to 78 degrees for summer operation. Calibrate all thermostats for operational accuracy and only maintenance personnel be allowed to change setting.

AC-2 Cut off all air handling units in corridors, lobbies and lounges. Operate manually when temperature in these areas fall below 60 degrees.

AC-3 Make use of outdoor air during comfortable weather at which time heating/cooling equipment will be turned off.

AC-4 Put all buildings on time clock operation where possible. Clocks will be set to turn equipment on 2 to 3 hours (depending on outside temperature) prior to buildings being occupied and 1 to 2 hours prior to close of student schedule of class day. Buildings that can't be put on time clock will be operated manually according to schedule of building use.

AC-5 No electric heaters may be used at any time except as may be authorized by the president.

AC-6 Main entrance to Administration Building be closed when outside temperature is 45 degrees or below. And a sign be placed to direct traffic to enter at side entrance. This will allow better temperature balance and control in the main lobby area.

AC-7 All ventilating fans be operated only when necessary for health reasons and then under direction of program director.

AC-8 All cooling units to drinking fountains be disconnected. All hot water heaters be disconnected except where needed to meet state health regulations.

AC-9 All heating equipment be checked daily to insure most efficient operation. Including setting of combustion and using fuel oil additive for cleaner burn.

Ac-10 All door closures be checked and set for accurate operation. Check be made for any leakage in doors, windows and ceiling. Repair where necessary.

MOTOR VEHICLE OPERATION

MV-1 Set maximum speed limit for all college owned vehicles 50 MPH.

MV-2 Assignment of vehicles will be made according to need, distance and function to insure most efficient operation.

MV-3 All motor vehicles will be put on a strict service schedule. Carburetor, points, plugs and timing will be set and closely checked to insure most efficient operation economically.

MV-4 Priorities will be set for use of all college vehicles and efforts will be made to curtail duplication of travel where possible.

MV-5 A list of driving practices will be developed in an effort to conserve fuel consumption through correct and precise operating procedures. A copy of these practices will be given to each operator of a vehicle with trip ticket. Strict adherence will be requested.

MV-6 Tires on all vehicles will be checked each time it is refueled and pressure to within one pound of maximum rating, as printed on tire by manufacturer, be maintained to prevent rolling resistance.

MV-7 Request that all personnel limit their travel to amount traveled same month last year where possible in the instructional areas. Request that all non-instructional travel be cut 25% from amount traveled each month of last year if at all possible.

MV-8 Request all credit cards be issued with trip ticket on each request for vehicle and records be kept in vehicle cost file on all fuel consumption.

ELECTRICAL

E-1 Discontinue use of lighting in halls, corridors and lounges by 50%. Each instructor be instructed to turn lights out at the close of the class.

E-2 All outside lighting be discontinued, except where needed for safety and security.

E-3 Tennis court lights be used only in accordance with schedule established and approved by the president.

E-4 Service check all equipment on a preventive schedule to prevent power leakage and burnout.

E-5 Air filter schedule be stepped up by 25% to insure cleaner air and prevent friction drag in motor units.

MAINTENANCE AND OPERATION

MO-1 Survey will be made and schedule established where custodial personnel working at night will finish within two hours after classes are finished if possible.

MO-2 Procedure will be established charging custodial personnel to have lights on only in immediate areas they are working.

MO-3 Charge security officers with responsibility of enforcing policy of lights out program and indicating on daily report of areas by building and room number where policy is being violated.

MO-4 Established schedule for maintenance personnel so equipment not put on time clock will be operated manually. And a preventive maintenance service program can be maintained to insure most efficient operation.

ADMINISTRATIVE

A-1 Relax traditional dress requirements to accommodate temperatures in working areas. Advise all personnel to wear warmer clothing in winter and cooler in summer.

A-2 Centralize all office personnel who must work beyond normal hours, holidays and weekends to one building and one zone if possible so that minimum heat, cooling and lights will be used.

A-3 Encourage all personnel, employees and students to form car pools as much as possible.

A-4 Present work week of five-day (eight hours a day) be changed to four-day (ten hours a day) Monday-Thursday.

A-5 Request be made to all personnel, staff and students, via staff notes and other college publications for strict adherence to energy conservation plan.

A-6 All requests be made for vehicles at least one week prior to need, so priorities can be followed in accordance with gasoline available.

ENERGY CONSERVATION POLICY REVISED: (March 20, 1974) Upon the recommendation of Mr. Louis Berry and approval of the Board of Trustees, the following changes will be made in the LCCC Energy Conservation Policy: (1) Set all thermostats to 72 degrees effective immediately. (2) Set maximum speed limit on all college vehicles at 55 MPH instead of 50 MPH, to coincide with Florida laws. (3) Re-connect electric water fountains for cooling of water (effective when 70% of the school day is above 65 degrees).

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
ENERGY

TABLE 70. SUMMARY OF ENERGY COSTS AND SAVINGS JANUARY THROUGH APRIL 1974

Type Energy	Average Per Unit Cost Increase Over 1973	Actual KW or Gallons Savings Over 1973	Actual Dollar Savings or Loss Over 1973
Electricity	60.83%	107,204 KW	($5,928.72)
Fuel Oil	113.80%	36,303 Gals.	$ 603.71
LP Gas	99.06%	3,064 Gals.	($ 423.21)
Gasoline	40.58%	1,705 Gals.	($ 203.09)
			($5,951.31)

Note: Figures in parentheses represent increased costs. Dean Sparkman points out "that the average per unit cost on all of these items did increase considerably from the 1973 cost. Also in 1974 we added buildings that increased the net assignable square feet by 5.508%. I also might point out that this percentage increase would not be a true guide in determining amount of electrical increase since all these buildings are actually heated and cooled by electricity, whereas most of our buildings are not heated and cooled by electricity."

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
ENERGY

TABLE 71. ELECTRICITY CONSUMED JANUARY THROUGH APRIL 1970 THROUGH 1974

YEAR		MONTH				TOTAL
		Jan.	Feb.	March	April	
1970	KW used	143,197	232,198	214,818	237,154	827,367
	Total cost	$2,032.76	$2,509.47	$2,239.24	$2,634.32	$9,415.79
1971	KW used	244,601	232,761	222,629	232,409	932,400
	Total cost	$2,826.22	$2,737.91	$2,705.18	$2,815.93	$11,085.24
1972	KW used	235,855	260,555	206,628	234,508	937,546
	Total cost	$3,077.07	$3,163.25	$2,966.36	$3,033.43	$12,240.11
1973	KW used	248,029	190,536	271,341	232,657	942,563
	Total cost	$3,652.70	$2,958.83	$3,804.62	$3,520.97	$13,937.12
1974	KW used	181,439	209,334	243,950	200,636	835,359
	Total cost	$4,345.82	$5,124.87	$5,486.47	$4,908.68	$19,865.84
	Price per kw	2.3951¢	2.4481¢	2.2490¢	2.4465¢	2.3781¢

LAKE CITY COMMUNITY COLLEGE
EVALUATION OF FOUR-DAY WEEK
ENERGY

TABLE 72. FUEL OIL CONSUMED JANUARY THROUGH APRIL 1970 THROUGH 1974

YEAR		MONTH				TOTAL
		Jan.	Feb.	March	April	
1970	Gallons used	26,131	13,720	12,994	7,178	60,023
	Total cost	$2,866.57	$1,503.10	$1,425.44	$ 787.43	$6,582.54
1971	Gallons used	24,102	22,289	14,914	6,793	68,098
	Total cost	$2,786.45	$2,529.86	$1,687.41	$ 757.42	$7,761.14
1972	Gallons used	22,284	21,919	13,566	305	58,074
	Total cost	$2,586.76	$2,545.12	$1,547.88	$ 42.70	$6,722.46
1973	Gallons used	20,688	21,046	8,527	13,552	63,813
	Total cost	$ 2,473.48	$2,541.48	$1,047.96	$1,616.75	$7,679.67
1974	Gallons used	7,164	13,553	6,793	- 0 -	27,510
	Total cost	$ 1,542.41	$3,636.27	$1,897.28	- 0 -	$7,075.96
	Price per gal.	21.53¢	26.83¢	27.93¢	- 0 -	25.72¢

LAKE CITY COMMUNITY COLLEGE
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TABLE 73. PROPANE GAS CONSUMED JANUARY THROUGH APRIL 1970 THROUGH 1974

YEAR		MONTH				TOTAL
		Jan.	Feb.	March	April	
1970	Gallons used	1871	2731	2114	2327	9043 gals.
	Total cost	$260.09	$379.61	$293.85	$323.47	$1,257.02
1971	Gallons used	2252	2381	2295	1906	8834 gals.
	Total cost	$313.04	$330.97	$319.01	$264.95	$1,227.97
1972	Gallons used	2147	2619	2070	1300	8136 gals.
	Total cost	$298.44	$364.04	$287.73	$180.70	$1,130.91
1973	Gallons used	2843	2421	1499	2267	9030 gals.
	Total cost	$395.22	$336.52	$210.56	$392.43	$1,344.73
1974	Gallons used	1766	1052	1646	1502	5966 gals.
	Total cost	$448.37	$332.76	$512.54	$474.27	$1,767.94
	Price per gal.	25.39¢	31.63¢	31.13¢	31.57¢	29.64¢

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ENERGY

TABLE 74. GASOLINE CONSUMED JANUARY THROUGH APRIL 1970 THROUGH 1974

YEAR		MONTH				TOTAL
		Jan.	Feb.	March	April	
1970	Gallons used	1783	1899	2386	2115	8183
	Total cost	$473.13	$451.94	$597.57	$553.98	$2,076.62
1971	Gallons used	1245	2070	2078	1783	7176
	Total cost	$300.85	$524.81	$510.08	$415.41	$1,751.15
1972	Gallons used	1267	2139	1186	2145	6737
	Total cost	$302.69	$627.43	$312.70	$505.99	$1,748.81
1973	Gallons used	1870	1771	2195	1966	7802
	Total cost.	$535.51	456.02	$559.07	$508.03	$2,058.63
1974	Gallons used	1056	1770	1364	1907	6097
	Total cost	$351.95	$610.02	$557.77	$741.98	$2,261.72
	Price per gal.	33.33¢	34.46¢	40.89¢	38.91¢	37.10¢

TABLE 75. MEAN TEMPERATURES FOR NORTH CENTRAL FLORIDA JANUARY THROUGH APRIL 1970 THROUGH 1974

YEAR	Mean Temperatures				Mean Temperatures For Quarter
	Jan.	Feb.	March	April	
1970	46.0	49.6	60.7	69.1	56.4
1971	51.2	53.3	54.6	62.9	55.5
1972	59.0	53.4	59.8	68.2	60.1
1973	52.1	50.7	64.7	64.1	57.9
1974	66.6	53.7	64.2	64.9	62.4

Note: These mean temperatures are for Tallahassee. Such mean temperatures can be expected to run very close to the Lake City mean temperatures.

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TABLE 76. MEAN QUARTERLY TEMPERATURES IN RANK ORDER AND FUEL OIL CONSUMPTION 1970 - 1793

YEAR	TEMPERATURE	GALLONS
1971	55.5	68,098
1970	56.4	60,023
1973	57.9	63,813
1972	60.1	58,074

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CLEARINGHOUSE FOR
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